# Breaking taboos with "Sex and the City" 

A quantitative research of media effects of a groundbreaking TV show on perceptions of women

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Master Thesis
June $22^{\text {nd }}$


#### Abstract

Television is still a significant force of popular culture, however continues to represent even the "modern" woman in a rather superficial and biased manner, both regarding her professional development and her intimate life. Failing to capture the countless shifts towards a more empowered view on women's work achievements and expression of sexuality, such conservative female portrayal continues to reinforce dated understandings on the matter. The TV show "Sex and the City" has been recognized world-widely for its daring representation of the modern woman, in terms of placing women in power over men and thus challenging the stereotypical Television content. The TV series is perceived by many as an expression of a nontraditional woman that is financially independent and sexually empowered. "Sex and the City" quickly managed to become widely successful, whereby raising post-feministic discussions on women's societal roles. Given the societal importance of shifting gender roles, an examination of the impact that "Sex and the City" has had on the perceptions and personal feelings of the modern woman was conducted. As the TV show was launched in a time of changing gender roles, a retrospective study design aimed to capture the exact effects that it had on its viewers. Cultivation Theory was incorporated as a base for understanding the impact that repeated exposure to TV content can have on the audiences. Attitudes Towards Women, Hyperfemininity and Gender Empowerment Scales were used as main measurements. The data was gathered using a quantitative empirical method, in the form of an online survey, whereby the final sample consisted of 361 participants of various demographic backgrounds, as well as with diverse viewing experience with the TV show. The results indicated that being exposed to "Sex and the City" increased women's egalitarian views, as well as their personal sense of empowerment. Additional implications were made, concerning demographic descriptions of the respondents. These were further discussed within the limitation section.


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## INTRODUCTION:

Media effects on various aspects of people's everyday lives have been well discussed, both within society and academia. Mass media is argued as one of the factors in constructing societal norms and values (Perse \& Lambe, 2016). Given how the current technological developments have made it possible for media to surround all aspects of our life, we can speak of media as constructing the very reality that we know (Fiske \& Hancock, 2016). Thus, media portrayal over time has contributed to a media-defined reality (Fiske \& Hancock, 2016). Television, as a particular type of media, has been recognized to be a powerful tool for creating, molding and reinforcing gender stereotypes (Greenfield, 2014). This occurs through traditional portrayals of men and women and an omission of societal changes in gender relations, which have emerged throughout the last couple of decades. Still, most television content, being a significant force of popular culture, continues to represent even the "modern" woman in a rather superficial and biased manner, both regarding her professional development and her intimate life (Kaur \& Thapar, 2015). Most television productions portray the career woman as less capable than the man, as well having a flawed and unattractive personality (Ezzedeen, 2015). Moreover, women on the big screen are often sexually objectified, having their bodies idealized as being the most vital aspect of their appearance (Standish \& Paolini, 2015). With that in mind, TV shows mostly fail to capture the shift towards a more empowered view on women's sexuality and so are reinforcing dated understandings on the matter (Standish \& Paolini, 2015). One popular TV series, "Sex and the City" (SATC), challenged these conservative standpoints by placing women in position of power over men, both professionally and socially (Ferriss \& Young, 2013). Given the societal importance of shifting gender roles, a study on the impact of this show on the perceptions of and personal feelings of the modern woman and her role within society, during the period of the show's release, is warranted.

Gender roles, once defined by distinctive and strict characteristics, have undergone an evolution in which some of these distinctions changed but others have remained. In the past, the male figure was perceived as the main provider for the family, working to bear the family expenses, and recognized as the "breadwinner" (Eagly \& Steffen, 1986; Amato \& Booth, 1995). On the other hand, women were undertaking the role of housewives, responsible for upbringing of the children and maintaining the household (Eagly \& Steffen, 1986). We have to understand that within this traditional frame, the female as a family figure was assigned as a "homemaker" (Amato \& Booth, 1995). Moreover, access to high education as well as to the labor market was limited if not non-existent for women, which made escaping this singular role hardly possible (Hakim, 1999). As a result from a series of socio-economical events that occurred in the 60s and 70s, the modern woman, as we know her today, has come a long way as evidence by their presence in competitive professions and free to express herself (Hakim, 1999).

This shift is relatively recent, as only within the last two decades, people have been approaching gender differences in an increasingly non-traditional manner. Discussion of gender imbalance, stereotypes, women's mistreatment in society and gender inequality have become more common in public and private discourse, mostly within the Western democracies (Gauntlett, D., 2008). Nonetheless, the formal policies that have emerged for women do not necessarily correspond with reality (Gauntlett, D., 2008). The socio-economic changes cannot secure an alteration in general perceptions. Hence, what one claims as a personal perception on a particular topic, does not always match the actual behavior (Gauntlett, D., 2008). Here, mass media steps in as a powerful tool of shaping public attitudes, reinforcing gender associated characteristics, mostly based on stereotypes, and so contributing for gender inequality (Ezzedeen, 2014). Gender inequality entails different treatment of people are in a negative manner, within the same circumstances, based solely on gender preferences (http://www.oxfordreference.com, 2016). In the course of many years, the media separated
gender by presenting women as more "feminine" and men as more "masculine", which by itself strengthens these gender associated roles (Len-Ríos, Rodgers, Thorson \& Yoon, 2005). The overall female portrayal in various types of entertainment media, including TV, has remained a reflection of stereotypes, stimulating prejudice (Kaur \& Thapar, 2015). The image of the modern woman is thus being created within a rather superficial frame, not entirely grasping the essence of what it should be (Kaur \& Thapar, 2015).

Many scholars have discussed the essential role that media plays in the discourse and creation of women's role in society (Byerly \& Ross, 2008). Women are affected by how the media presents the female sex as they compare themselves with this media-created image that is mostly perceived as the standard (Byerly \& Ross, 2008). This process of comparison directly reflects upon perceptions of themselves in a negative way. Continuous female representation guided by stereotyping is a vicious circle for women of all ages, as it stimulates them to project such behavior on their own, seeking social approval (Berberick, 2010). Unable to fulfil these media-projected societal roles, women tend to lower their self-value, which eventually impacts both their professional and personal lives (Ezzedeen, 2014). Furthermore, for decades and up until today, mass media has mostly sustained the portrayal of women's career development and romantic/sexual freedom in a rather traditional manner, constraining any shift in societal perception. Thus, gender equality is not entirely present in media messaging, which makes almost impossible for it to become a reality. Full gender equality is argued to be unattainable until equal media gender representation becomes more commonly practiced (Byerly \& Ross, 2008). Hence, an examination of non-traditional portrayal of women in media could have equalizing effects on gender perceptions.

This thesis focuses on a particular TV show that is known for its daring standpoints on women's role in society, "Sex and the City" (SATC). Launched in 1998 and broadcasted until 2004, it follows the lives of four women (Carrie, Samantha, Miranda and Charlotte) - three in their 30s and one in her 40s, living in New York (https://en.wikipedia.org, 2016). Throughout its
six seasons, the show revealed some "profound insights into women's lives", presenting a manifestation of the female who is professionally successful and expressive of her sexuality (Whelehan, 2005). The four women have very distinct personalities, together constructing the post-feminist image of the modern woman (Nussbaum, 2013). Some of these characters portray more conservative but still contemporary female traits, while others demonstrate behavior still considered "taboo" (Nussbaum, 2013). These characters are therefore building a bridge between traditional and modern in the way women live their lives. The TV series strived to challenge the conventional ways of looking at gender relations and by doing so, placed women in the spotlight, which was mostly reserved for the male sex (Sex and The City: A Farewell Documentary, 2004). Therefore, the TV show was recognized by many as "breaking ground", since it implicitly talked about gender issues that were thus far not so openly discussed, and so the show was seen to be expressing egalitarian views (Sex and The City: A Farewell Documentary, 2004). Diverse audiences have expressed fascination with the show throughout the years, recognizing that the power of SATC lies in diminishing the disparity between the genders in terms of professional and romantic/sex life (Hermes, 2002). "Sex and the City" provides an image of the modern, post-feministic woman, whereby relying on a rather women-empowering content (Hermes, 2002). Here, women-empowerment is described as the creation of an environment that allows for women to make personal choices regarding the various aspects of their lives (http://www.importantindia.com, 2015). Thus, SATC portrays an image of the woman, who is in control of her own life-choices, either for her career or her intimate life (Hermes, 2002). Given the prominence and reach of this groundbreaking TV series, the show would have had a significant impact on its primary target audience, hence its female audience between the ages of 18-34, and their perceptions of women's societal roles. An investigation into this effect would be retrospective, whereby women who had watched the show during the time of its airing are assumed to be likely to have been influenced by the
show's non-traditional portrayal, both in their attitudes and personal feelings
(http://chronicle.augusta.com, 2004). Hence, the following research question was developed:

RQ1: How has the TV show 'Sex and the City' impacted women's (30-50) perceptions of and personal feelings towards the female social and professional roles in society during the time it aired?

A more precise elaboration of the $R Q$ is:

- How has the TV show 'Sex and the City' impacted perceptions on and feelings towards women's work-related roles at the time it was airing;
- How has the TV show 'Sex and the City' impacted perceptions on and personal feelings towards women's social, in particular sexual roles at the time it was airing;


### 1.1 ACADEMIC AND SOCIAL RELEVANCE

The topic is socially and academically relevant for several reasons. As "Sex and the City" is shown to have had a strong impact on its audiences, an investigation into the overall female attitudes and personal feelings would reveal the effect that more egalitarian and womenempowering media content has in equalizing gender roles. A retrospective research design will allow one to derive insights into their perceptions and thoughts at the time when the show was airing. The TV series has ended 13 years ago, but has remained popular through syndication and thus is still regarded relevant (Markle, 2008). It became an instant mainstream success and managed to sustain its popularity throughout the 6 seasons and even up to this day (Markle, 2008). "Sex and the City" is an entertainment media production that challenged contemporary and more traditional views on women within popular culture (Hermes, 2002). The TV show has won countless awards for its originality and contributions (https://en.wikipedia.org, 2016). "Sex and the City" has been defined as a representation of the second-wave of feminism, which by itself stimulated discussions on the role of the modern woman within Western societies
(Adriaens \& Van Bauwel, 2014). Hence, its daring stance and viral spread contributed to a social relevance of the show (Adriaens \& Van Bauwel, 2014). The show's prominence has led to similar TV programs receiving attention from academia, being of interest for academic research on popular culture and media (Ruiz, 2015). Feminist scholars have argued that the discourse on women's societal roles within popular media is vital for the gender progress (Byerly \& Ross, 2008). Throughout the years, media research on female perceptions of themselves has been focused mainly on more traditional representation of gender and thus reflects upon rather negative effects. Moreover, scholars have focused on women's representation in media and its impact in association with mostly negative female images (Ezzedeen, 2014; Ezzedeen, 2015; Gerding \& Signorielli, 2014). This thesis presents an investigation of women-empowering content and how this portrayal has influenced more egalitarian perceptions of female's role within the modern society, as well as how it has impacted female sense of independence and empowerment. Hence, the current research would potentially provide a better understanding on the extent of impact that a TV show, portraying gender empowerment, can have on challenging traditional attitudes and personal feelings towards women's positioning in society. Furthermore, research on SATC has been conducted mostly focusing on its likelihood in altering perceptions and standpoints (Ezzedeen, 2014; Ezzedeen, 2015; Gerding \& Signorielli, 2014). However, this thesis is also interested in the specific impact of the TV series on self-value and real-life behavior of the female audience. Finally, the current research would also contribute to academic inquiry, as research fields poorly cover the contribution of "Sex and the City" outside its entertainment aspects, omitting the potential impact on gender perceptions.

THEORETICAL FRAMEWORK:

### 2.1 THE SOCIETAL CHANGE

This thesis discusses gender and the respective differences as socially constructed, and consequently argues that understandings of gender vary historically and cross-culturally (Glenn, 1999). Therefore, the roles that women and men occupy within a certain society are relative and dependent on the given context (Glenn, 1999). This is a rather feminist perspective, arguing that the two sexes are made unequal largely through social interactions (Glenn, 1999). Social psychologists argue that gender stereotypes should be accompanied by terms such as "social" or "cultural" stereotypes, as such beliefs are shared among members of particular societies/cultures (Eagly \& Mladinic, 1989).

Around the 1960s, two essential revolutions occurred in the twentieth century within the Western world, which changed perceptions on how women should live their lives and set the tone for the modern woman to rise (Hakim, 1999). Firstly, the contraceptive revolution took place between 1960s and 1990s, introducing reliable contraceptive methods such as the pill and sterilization (Hakim, 1999). Although, contraceptives had already been introduced in many countries world-widely, the real change occurred along with social and political shifts, providing free and easy access to reliable contraceptive methods (Hakim, 1999). Therefore, women were given freedom to control their reproductive lives, being able to adjust childbearing to a timing that is suitable to their personal and professional lives, as well as had the choice of not having children at all. Secondly, an additional revolutionary event occurred within the Western world in the 1960s, giving women an alternative to motherhood as a central life activity - professional career (Hakim, 1999). This was made possible by legislation changes that claimed sex discrimination illegal and offered women equal opportunity policies. Women were now given the same freedom of choice as men had thus far, in terms of acquiring higher education and pursuing career aspirations (Hakim, 1999). Hence, by the 1990s, the majority of women in the

Western world preferred to become educated and follow their desired professional paths (Hakim, 1999).

### 2.2 WOMEN'S FREEDOM OF CHOICE

For the first time in history, women have been given more choices as to how they live their lives, what careers they have and much more. Once given fair access to the labor market and employment careers, far fewer women would genuinely choose to be a homemaker only, as they were now able to set their own achievement goals, in a professional and personal aspect (Hakim, 1999). This altered perceptions of the female's achievement patterns and legitimized their personal life choices "as valuable on their own terms", without having to compare these in a negative manner to a male's life path (Eccles, 1987). The once traditional model of women's being financially dependent on the husband has been diminishing (Hakim, 1999). The emerging behavioral pattern in modern Western democracies allowed women to follow a lifetime of fulltime employment with brief pauses or no such for childbearing. Once genuine options became open for modern women, three main types of lifestyle choices arose (Hakim, 2003). Firstly, the "work-centered" women who prioritize their professional lives by obtaining higher education degrees and striving for managerial occupations in the public sphere (Hakim, 2003). Secondly, the "home-centered" women are those who prefer to give priority to their private and family lives and dedicate all their time to that aspect of their lives (Hakim, 2003). Lastly, the "adaptive" women refer to those, who are able to balance their professional and family lives, not prioritizing one or the other (Hakim, 2003). To elaborate, the two essential revolutions gave rise to non-traditional lifestyle choices for women, in particular influenced the work- and social/sexual female behavior.

### 2.2.1 WOMEN'S WORK-RELATED CHOICES

As a result of the two revolutions discussed above, as well as accompanied by social and market changes that occurred in the Western World, by 1986, 70\% of women between the ages of 2044 were taking active part in the labor force (Farley, 1992). The altered economic, social and family conditions contributed to women's empowerment in the workplace (Farley, 1992). Many of them started working alongside the responsibility of maintaining a stable family, which can qualify as unpaid labor (Farley, 1992). Their employment choices were justified mostly by personal satisfaction, as women aimed to function as equal and productive members of society (Farley, 1992). Women's work was no longer associated with home-based activities in contrast to men's careers, rather a new belief had emerged in the Western democracies, mainly all individuals having the right to pursue professional development (Patton, 2013). Women were able to choose for themselves what career suits them and in doing so, to fulfill a "man's life cycle" (Patton, 2013). With time, the presence and representation of women in the workplace has increased (Haines, Deaux \& Lofaro, 2016). The number of women, who are enrolled in higher-education institutes has rapidly grown, as well as the participation of women in all sectors, including sports, medicine, etc. (Haines, Deaux \& Lofaro, 2016). Therefore, over the past 30 years, the gender differences in employment have decreased and a more equal distribution of labor has emerged (Haines, Deaux \& Lofaro, 2016). Additionally, more egalitarian attitudes towards women's role in the workforce have appeared mainly within the Western societies (Haines, Deaux \& Lofaro, 2016).

### 2.2.2 WOMEN'S SEXUAL CHOICES

Another aspect of women's lives that has shifted in terms of attitudes and behavior is far more personal. Up until the 80s, women's sexuality was not only a taboo topic, but was denied by society and professionals (Degler, 1974). Society including professionals were once convinced that women simply do not have any sexual desires (Degler, 1974). The common belief was that
for men sex was pleasurable, whereas women did not have any sexual appetite, thus associating sexual passion with men, prostitutes or women from the lower class (Degler, 1974). A drastic change in attitudes toward women's sexuality and empowerment occurred around and after the 1980s. With the social and economic changes in western societies, women's experiences with sexuality was an increasingly discussed topic that marked the beginning of the modern woman (Weeks, 2014). The main model for sexual behavior thus far had portrayed the male as a dominant figure, resulting in a more equal understanding of human sexuality (Weeks, 2014). Female sexuality was an unexplored field and slowly the attention of many was brought to women's sexual desires, pleasure and rights (Kaschak \& Tiefer, 2014). By the end of the 1980s, much attention was given to women in the context of sexual behavior, attitude and expression and thus it captured the interest of researchers and academia (Tolman, 2012). This contributed to the overall sexual empowerment among feminist groups and others (Tolman, 2012).

### 2.3 PREFERENCE THEORY

The non-traditional lifestyle choices that have become open to women, provoked a new behavioral pattern, which has been emphasized on in Preference Theory (Hakim, 2000). The theory discusses the choices and compromises which women make between a family life and full-time employment (Hakim, 2000). This is the first theory that is developed specifically in order to better understand women's behavior and their personal/professional choices (Hakim, 2000). Preference Theory tries to avoid the male-centered approach to theorizing social and economic phenomena (Hakim, 2000). The given theory goes back to the feministic roots of women's development within society and looks at the major socio-economic factors that lead to where we stand today, presenting a more tolerant view when it comes to women's life choices (Hakim, 2000). Preference theory is "historically-informed, empirically-based, multidisciplinary, prospective rather than retrospective in orientation" and can thus be applied
to all rich modern societies nowadays (Hakim, 2003). It discusses the increasing importance of egalitarian attitudes, values and personal preferences in lifestyle choices for women, referring to the rise in tolerance toward the diverse paths that the modern woman can take on (Hakim, 2003). This theory further elaborates on the changing attitudes of both females and males on women's societal roles, as well as relates to the rise of women's personal sense of sexual independence and social empowerment (Hakim, 2003).

These shifts lead to role allocation of both genders and to a more well-balanced power distribution in the personal and professional aspect of people's lives. Throughout the birth of the modern woman, a respective "crisis" for the modern man has occurred (Gauntlett, D., 2008). Women have now proven to be capable of everything that has regarded to be a man's job for decades (Gauntlett, D., 2008). Therefore, the modern man finds himself at a crossroad trying to reconstruct his traditional roles into this new, modern society (Gauntlett, D., 2008). This resulted in a slight backlash in the late 1990s and early 2000s, whereby attitudes against gender equality emerged (Donnelly, 2016). Briefly after that, the egalitarian views kept growing significantly between 2000 and 2012 (Donnelly, 2016).

### 2.4 THE REALITY OF WOMEN'S ROLES IN SOCIETY

### 2.4.1 THE REALITY OF WOMEN'S PROFESSIONAL DEVELOPMENT

In view of the above said, a critical stance on women's societal role is still needed. Research on gender-stereotypes has found that what one claims as a personal attitude or feelings does not necessarily correspond with the actual behavior that person adopts in reality (Gauntlett, D., 2008). The remaining question is whether the social and market changes that have occurred in women's favor have managed to impact societal perceptions and personal feelings. While in some aspects such as formal rights, gender equality seems to be in order, in others such as business owning, an imbalance remains present (Gauntlett, D., 2008). Furthermore, women's
career choices are still perceived within certain frameworks, accepting solely a rather traditional professional path for women of the "white male middle-class careers" (Patton, 2013). Moreover, research is mostly focused on men's work lives, whereby women's professional experiences are assumed to be identical to those of the male (Patton, 2013). Despite the significant increase of women in the workforce, they still perform two thirds of the household work (Patton, 2013). This statistic demonstrates how gender equality in the context of both corporate work and home caring is not present (Patton, 2013). Additionally, it appears that women's presence in professional fields has not altered their representation in top layers of both educational institutions and corporate hierarchies (Patton, 2013). This is referred to as the "glass ceiling" effect, where women are surpassing men in obtaining higher education, but nevertheless men still occupy $3 / 4$ of the managing positions (Ezzedeen, 2014; Burke \& Mattis, 2005). Hence, a common prejudice, which has been shown to be stable over the last three decades, is that women are too feminine for leadership positions (Ezzedeen, 2015). Moreover, when comparing all occupations, where both genders are equally present, women earn less than men do (Haines, Deaux \& Lofaro, 2016). In areas where there is maledomination, the pay is more than female-dominated careers (Haines, Deaux \& Lofaro, 2016). Therefore, it can be stated that regardless of the undeniable advancement of some opportunities in women's career paths, gender parity is not entirely present in reality (Haines, Deaux \& Lofaro, 2016). This contributes to the stability of gender-related stereotypes within the context of the workplace. Contrary to the expectations, gender stereotypes between 1980s and 2014 have not altered significantly (Haines, Deaux \& Lofaro, 2016). Women and men are still being characterized by the same attributes, based on gender-related stereotyping (Haines, Deaux \& Lofaro, 2016). These findings entail that despite of the socio-economic changes, alteration in attitudes has not been achieved over the course of the last 30 years (Haines, Deaux \& Lofaro, 2016).

### 2.4.2 THE REALITY OF WOMEN'S EXPRESSION OF SEXUALITY

Furthermore, discussions on women's sexual empowerment, in media and society as a whole, has been argued by some scholars to be presented in a rather superficial manner (Tolman, 2012). Such discourse on women's sexual desires and attitude appeared after the 1980s, however, it mainly focused on young women's bodies as containers of "risk and vulnerability" (Tolman, 2012). Messages about sexuality as a whole are being presented to the mass as gender-dependent from an early age on (Kaschak \& Tiefer, 2014). A good example of this are sex education films, which provide distinct evaluations of male and female sexuality norms (Kaschak \& Tiefer, 2014). Women's sexual desires are usually associated with negative outcomes (pregnancy) (Kaschak \& Tiefer, 2014). Men are presented as "sexual actors", whereas women appear to be objects of the male sexuality (Kaschak \& Tiefer, 2014). From an early age on, what is mainly focused on when talking to young women is reproduction, periods and pregnancy (Standish \& Paolini, 2015). Sexual education for young adults is still not able to entirely grasp women's desires, attitudes and pleasures, whereas men's sexual behavior is accepted if not stimulated (Standish \& Paolini, 2015). This contributes to an overall perception that a woman would not be interested in the act of sex aside from its reproductive aspect, whereas a man will and should always be (Standish \& Paolini, 2015).

Without a doubt, progress for the female sex has been impressive, but remains an ongoing process of altering egalitarian beliefs and stimulating women's professional and social empowerment. One of the reasons for this gender imbalance is the characterization of double standards as being "natural" and even "appropriate" in a variety of situations (Sen, 1995). Therefore, this thesis aims to challenge and investigate this issue, within the context of the entertainment media, which reflects and/or creates perceptions.

### 2.5 MEDIA EFFECTS

A big factor in forming public opinions is the media. Mass media has long been recognized for having social and political influence (Ezzedeen, S. R., 2014). Especially nowadays with the technological developments, media surrounds our everyday lives and all aspects of it. Given that media is continuously producing alternative images of reality for us, it has been argued that some aspects of our lives are significantly influenced by these portrayals (Fiske \& Hancock, 2016). Once before, media and reality have been strictly separated, while now there is much discussion of media altering general perceptions (Fiske \& Hancock, 2016). Consequently, media is deeply dependent on the social context, within which it operates (Sullivan \& O'Connor, 1988). Throughout the years, media has been discussed in terms of its power and impact over society. This thesis makes use of Cultivation Theory as a basis for understanding media effects (Gerbner \& Gross, 1976).

### 2.6 MEDIA PORTRAYAL OF WOMEN OVER TIME

Throughout the years, as a result of the evolution of women's role in society, certain changes in media portrayal of women occurred. A study indicated shifts in advertisement images of women between 1970 and 1983 (Sullivan \& O'Connor, 1988). As women have become increasingly viewed in a more independent and professional light, media content has seemed to mirror the social change (Sullivan \& O'Connor, 1988). There was a shift in the way women were represented however, the overall female presence was constructed on stereotypes. Even though there has been a change in the way women have been presented by the media within the last couple of decades, these changes are not deemed significant (Kaur \& Thapar, 2015).

The image, which has appeared often of the "modern" woman, in both her professional and intimate life, has been created in a superficial way, within certain guidelines (Kaur \& Thapar, 2015). On television entertainment shows, working women are being portrayed as being capable of less than men, thus exacerbating one of gender-perceived stereotypes within
society (Kay, Matuszek \& Munson, 2015). Furthermore, the career woman in most TV and movie productions has been depicted as mentally and emotionally unstable, including having a negative personality traits such as "bitchiness" and lack of empathy (Ezzedeen, 2015). Both within television and movies, the working woman is portrayed as having issues with intimacy and experiencing loneliness, resulting from inability to balance off their work- and personal lives (Ezzedeen, 2015). Additionally, successful women on the big screen have been represented as "women who had failed at being women" (Ezzedeen, 2015).

Moreover, career women are being sexualized, whereby certain aspects of their appearances are being focused on in a pervasive way (Ezzedeen, 2015). The female sex in general is shown as being just sexy and "alluring", by objectifying women's worth (Kaur \& Thapar, 2015). Furthermore, when it comes to women's sexuality, images of girls embracing their sexual selves can be seen on and off screen (Tolman, 2012). This however has turned into a representation that sends out the message that physical appearance and attractiveness is almost if not the only thing that matters for a woman (Tolman, 2012). Instead of empowering women as being owners of their bodies, media objectifies them by creating this narrow image of a woman's sexuality (Tolman, 2012). Furthermore, these images present teenage women, who are seen as "sexually ready and knowledgeable" and are supposedly liberated by their new status (Standish \& Paolini, 2015). Such an image objectifies women to a single and most important aspect of themselves being outlook, by idealizing their bodies (Standish \& Paolini, 2015). Thus, media still operates on the basis of gender stereotypes (Kaur \& Thapar, 2015). What is assumed to make a contribution to this situation is the lack of current research on the positioning of women in media and more specifically in film, which leaves out large areas unexplored (Ceulemans \& Fauconnier, 2015).

### 2.7 MEDIA PORTRAYAL OF WOMEN AND ITS IMPACT

In general, media has been argued to aid as a platform for the viewers to learn about themselves and also in a way construct their identities (Markle, 2008). It has shown a significant importance in helping individuals in their social integration, as it provides a template for appropriate behaviors, attitudes, morals, etc. (Markle, 2008). Feminist media scholars have long discussed the central role, that media as a whole has played in the course of women's progress in time (Byerly \& Ross, 2008). The media present certain models, suggest acceptable behavior and thus either challenge or reinforce stereotypes (Byerly \& Ross, 2008). Many scholars have dedicated their research on how unequal gender representations in media mirror people's perceptions of gender roles in real life (Hardin \& Greer, 2009).

### 2.7.1 MEDIA PORTRAYAL OF WOMEN IN THE WORK FORCE

Mass media has been argued to have an impact on the "self-perception and social regulation of women", whereby repetitive exposure to stereotypical media images of women in the work place eventually contributes to the so called "glass ceiling" effect (Ezzedeen, 2014). Many believe that one of the factors for its existence is the low confidence that young women have in obtaining and retaining high ranked job positions (Ezzedeen, 2014). Women need a role model to look up to in order to believe in their own strengths, and those role models usually come from media, as nowadays the media is available and accessible in a variety of different forms (Ezzedeen, 2014). Moreover, the presence of highly ranked women on television is characterized as "flawed" and "bitchy", portraying women who are high in the hierarchical ladder as lonely and having to learn "life lessons" (Ezzedeen, 2014). This kind of media portrayal does not give young women the sufficient confidence that they need in order to succeed in their careers (Ezzedeen, 2014). Consequently, the media contributes to a low self-esteem in women, preventing them from being secure in their own capabilities. Additionally, career women are often portrayed as working in sexists corporations, which could also discourage
them from pursuing their professional goals (Ezzedeen, 2015). Thus, the disparity in media representation of women's positioning in the work force remains biased, whereby there is a tendency to portray business men in a more positive light than business women (Kay, Matuszek \& Munson, 2015).

### 2.7.2 MEDIA PORTRAYAL OF WOMEN'S SEXUALITY

The portrayal of women as sexual objects, stay-at-home moms, and dependent on a man has also shown to be connected to lower perceptions of women in managerial positions (Kaur \& Thapar, 2015). Taking the example of TV shows and programs aimed at a younger population, men are hosts more frequently than women (Gerding \& Signorielli, 2014). Moreover, the featured women are always portrayed as attractive in their bodies and faces, whereas men were not necessarily attractive (Gerding \& Signorielli, 2014). This implies that for female characters outlooks and attractiveness are "musts", while for men it is not required in order to be leading in the plot/story (Gerding \& Signorielli, 2014). This kind of representation within TV programming, aimed at a younger population, includes a risk that young adults would learn the message of males being superior to females (Gerding \& Signorielli, 2014). This refers to the process of cultivating narrow perceptions about the range of possible gender roles that one can take on (Gerding \& Signorielli, 2014). Once women are exposed to such visual images repeatedly, they would try to imitate and project such behavior on their own, seeking social approval (Berberick, S. N., 2010). This along with the intensifying process of consumerism within the Western world leads women to a deep dissatisfaction with themselves in all aspects (Tolman, 2012). Therefore, this type of media content is argued to contribute to the perception of women's role in modern society both in women and men, as well as hinder the personal empowerment and independence levels in women (Gerding \& Signorielli, 2014). Additionally, it can lead to high-risk behavior, as some of those women might become victims of assault,
harassment or other forms of mistreatment in order to achieve the portrayed image (Berberick, S. N., 2010).

For those reasons, media and its content is often seen as playing a vital role in the socialization of gender roles and images in real life (Hardin \& Greer, 2009). Overall, women in TV have been portrayed in such a way that does not necessarily challenge the dated image of a woman's worth and instead reinforces long-existing stereotypes on her role in society. Most TV programming is representing gender and its associated characteristics in an exaggerated manner, whereby reinforcing gender imbalance (Kay, Matuszek \& Munson, 2015). It is regarded as vital for such TV content to be challenged, as effects entail long-term shaping of limited professional and personal aspirations for women (Kay, Matuszek \& Munson, 2015).

### 2.7.3 CULTIVATION THEORY

Cultivation Theory explores the long-term effects of media on audiences, in particular the influence that television has over the public (Gerbner \& Gross, 1976). This is a theoretical approach that assumes television can form entire value systems and integrate specific ideologies over time (Mosharafa, 2015). The core understanding of this theoretical framework is that due to constant exposure to television, perceptions of the world and its many aspects are heavily influenced by the mediated ideologies that are being spread (Gerbner \& Gross, 1976). The theory discusses overall effects of repetitive media-created messaging, distributed to a large population (Wright, Bae \& Funk, 2013). In this process, cultivation of perspectives and values, which are already present within the specific culture, emerges and so fosters similar views and attitudes among many (Wright, Bae \& Funk, 2013). This process is thus argued as continuously contributing to reinforcing identical and mostly stereotypical opinions (Wright, Bae \& Funk, 2013). Cultivation Theory undertakes several assumptions that discuss the medium, the audience and the impact of the medium on the audiences (Gerbner \& Gross, 1976).

Firstly, Cultivation Theory clearly sets television apart from other forms of mass media. It is argued that TV as a form of mass communication is one of the most accessible mediums, because of its visual/auditory aspect as well as its relatively easy access (Gerbner \& Gross, 1976). Regardless of the various new types of media, television remains relevant and ageless, since much of television content reveals an engaging story that anyone can understand and relate to (Gerbner \& Gross, 1976). The theory therefore suggests that television has become a main source for storytelling and thus social learning (Gerbner \& Gross, 1976). Secondly, the theory distinguishes between two types of viewers: heavy viewers who are exposed to television more than four hours per day and light viewers who are absorbing less TV content daily (Gerbner \& Gross, 1976). The belief is that people who watch more of a certain TV program are consequently more influenced by the attitudes and values that are portrayed within the media content (Gerbner \& Gross, 1976). Finally, television is seen as shaping the way individuals think about a social phenomenon such as gender (Gerbner \& Gross, 1976). This type of medium does not provoke specific behaviors, rather provides standpoints about society and people that form a convincing story and so shape the public's attitudes (Gerbner \& Gross, 1976). With that in mind, television is stated to not be reflecting reality, but rather creating an alternative one (Gerbner \& Gross, 1976). Overall, Cultivation Theory explores the ways in which a larger set of television messages can impact the broader public, after being exposed to such content in the everyday life (Potter, 2014).

Cultivation Theory has been used to explain effects on different social phenomena and the understandings of those. Here TV is seen as a persuasive medium, which portrays hidden messages about social phenomena (Mosharafa, 2015). This combined with the repetitive nature of television becomes a base for distributing broader worldviews (Mosharafa, 2015). Thus, a connection between TV representation of women and prejudice against them in reality is argued to lead to sexist views (Mosharafa, 2015). Cultivation Theory further argues that representation of women on Television has been rather stereotypical and superficial, in
comparison to that of men (Gerbner, Gross, Morgan, Signorielli \& Shanahan, 2002). As a result, viewers who are exposed to such media content more often tend to have more sexist perceptions of women (Gerbner, et.al, 2002). Furthermore, it has been found that television tends to decelerate social changes, whereby promoting more traditional views and so prohibiting egalitarian norms to arise within the population (Saito, 2007). In addition to this, women have been argued to experience a greater impact from such television content (Saito, 2007). Many television programs, aimed at a younger population, distribute limited views on the variety of societal roles that a woman can actively participate in (Gerding \& Signorielli, 2014). Exposure to such sexist content at a young age has been argued to decrease a woman's self-worth (Gerding \& Signorielli, 2014). Thus, this cultivation process impacts negatively female attitudes toward their professional and personal capacities (Gerding \& Signorielli, 2014).

Cultivation Theory provides a basis for understanding media effects and the connection to attitudes towards women's roles within society. The theory has been successful in elaborating on how television cultivates more conservative views in female audiences, as to what their roles in society should be (Mosharafa, 2015). Given the non-traditional standpoints, expressed within "Sex and the City" (SATC), this theory would provide a solid ground for exploring cultivation processes of the TV show on its female viewers. The theory assumes viewers who are exposed more often to certain television content to be influenced more significantly than those who watch less of it (Gerding \& Signorielli, 2014). Thus, those females who have viewed more of SATC will have experienced greater effects, in terms of cultivating post-feministic standpoints on women's societal roles (Gerding \& Signorielli, 2014).

## 2.8 "SEX AND THE CITY" - BREAKING THE TABOOS

The TV show "Sex and the City" became instantly popular with its debut in 1998 and throughout all of its 6 seasons, until the end of the show in 2004 (Markle, 2008). Regardless of the fact that the series ended 13 years ago, it sustained its popularity through syndication,

DVD/Blu-ray sales, etc. (Markle, 2008). Its miraculous success lead to the release of two awardwinning movies, in 2008 and 2010, resulting in an increasing fascination with the plot and main characters (Markle, 2008). Overall, "Sex and the City" is considered by many as a taboobreaking program, a form and a product of post-feminism (Adriaens \& Van Bauwel, 2014). Feminism in general is a description of "the political, economic and social equality of the sexes" (https://www.merriam-webster.com, 2016). Post-feminism here is defined as a "critical engagement with earlier feminist political and theoretical concepts and strategies as a result of its engagement with other social movements for change" (Adriaens \& Van Bauwel, 2014). This entails the empowerment and freedom of a modern woman in each and every aspect of her life, whereby "Sex and the City" is considered a great instigator and presenter of these values (Adriaens \& Van Bauwel, 2014). The TV show reflects the second-wave of feminism, by representing women's work- and sexual-life choices in an unusual way (Arthurs, J., 2003). The four women highlight female autonomy, as their characters are financially independent from a romantic male or other kind of partner (Arthurs, J., 2003). The popular series has thus been argued to have started continuous discussions on modern women's place and role in society (Adriaens \& Van Bauwel, 2014). The characters challenge the once traditional stereotypes associated with women's life goals and overall roles.

The four women have distinct characterizations, each contributing to this new, modern image (see Appendix A for further descriptions of each character). Carrie is a writer, who discusses her and her friends' intimate relationships, analyzes and questions gender roles, as well as touches upon economic and political issues (Kerpaci, Hoxha, \& Kuka, 2012). Samantha works in PR and demonstrates self-confidence and sexual freedom (Kerpaci, Hoxha, \& Kuka, 2012). Miranda is a lawyer, with a strong, critical personality (Kerpaci, Hoxha, \& Kuka, 2012). Finally, Charlotte works at a gallery museum and expresses more conservative views, which are then contradicted by her romantic experiences (Kerpaci, Hoxha, \& Kuka, 2012). As mentioned above, some of the leading characters portray more conservative but still contemporary female
traits, while others represent behavior still considered "shocking", relating to a more modernized approach to women's positioning in society (Nussbaum, 2013). Hence, the characters are building a bridge between traditional and modern in the way women live their lives. Regardless of their distinctive personalities, they all portray certain aspects of this new, modern woman, part of the post-feministic reality (Kerpaci, Hoxha, \& Kuka, 2012).

Furthermore, the show openly discusses and presents a new approach to women's professional and sexual lives (Markle, 2008). It thus challenges the traditional cultural beliefs as to how women should perform in these main aspects of their lives (Markle, 2008). An alternative narrative is provided for the audience, straying away from the rather traditional female representation, whereby the main characters are portrayed not as single women, wanting to get married, but financially and psychologically independent (Arthurs, 2003). The women of the show are represented as intelligent and "not afraid to be what they want to be" (Sex and The City: A Farewell Documentary, 2004). Journalists and critics have described the show as bold and "redefining new ways", as it presents a different perspective on women's role in society as a whole (Sex and The City: A Farewell Documentary, 2004). When it first aired, Sex and The City stirred many controversial opinions among audiences, as for the first time women in their 30s/40s were given "a really integrative perspective of what women can be without apologizing for it" in media (Sex and The City: A Farewell Documentary, 2004). The series is often seen as shocking and daring, as it tried to diminish the boundaries which were thus far put in front of women and provide them with real choices, by creating content that was never done before (Sex and The City: A Farewell Documentary, 2004). "Sex and the City" has often been recognized by scholars and journalists as representing an alternative to traditional gender roles, whereby women are frequently placed in a position of power over men, both socially and professionally (Ferriss \& Young, 2013). In that sense, the TV show has managed to portray an exploration of the modern woman, with her professional aspirations, sexual desires and societal roles (Ferriss \& Young, 2013).

### 2.9 HYPOTHESES

This study makes use of a broad theoretical framework, considering media portrayal of women and the range of impacts that such content might have on one's professional and personal life. The discussion carried into the variety of media and TV specific effects of negative content on women's perceptions of themselves. Additionally, an overview of the empowering content of SATC is presented, whereby entailing a more positive influence on the TV show's audiences. Finally, this thesis incorporates one main media effects theory as the basis of the research scope, the Cultivation Theory. With that in mind, two specific aspects of women's attitudes towards their professional and social (sexual) norms are identified to be impacted by SATC exposure. Overall, the current research looks into two main aspects in terms of the impact that SATC has had on viewers. Firstly, it examines the alteration in attitudes towards women's roles within society that has happened in result from being exposed to the TV show. Here, male participants, in addition to the key female targets, would be encouraged to complete the survey, in order to be able to compare male and female attitude change. Secondly, the study is interested in the specific effect that SATC has had on feelings of empowerment and independence in women in particular. This aspect of the research would be accessible solely to the female respondents. As mentioned above, this research takes on a retrospective study design, aiming to measure these changes at the time that the TV show was still airing. This would then ensure that the effects, being measured are reflecting the time context in which "Sex and the City" was regarded as a "breaking ground" TV series (Pampel, 2011).

With that in mind, there are several expectations that this research has prior to conducting the survey questionnaire. Firstly, in regard to the overall attitudes of the participants, they are expected to harbor more egalitarian views, after having been engaged with the TV show and the standpoints that it channels (Adriaens \& Van Bauwel, 2014). It is also expected that differences in the results would appear, based on gender, as sex has been shown as an
influencer of gender-related attitudes (Len-Ríos, Rodgers, Thorson \& Yoon, 2005). Secondly, a positive change in the level of social, in particular sexual, independence of the female viewers was anticipated. Thirdly, an increase in the sense of overall empowerment is anticipated within the female respondents, as a result of the freedom of choice, portrayed within SATC (Ferriss \& Young, 2013). Three main hypotheses for this research are developed:

- H1: Exposure to SATC significantly increased viewers' overall egalitarian attitudes towards women's societal roles.
- H1a: Their exposure to SATC significantly increased egalitarian attitudes of women's professional roles.
- H1b: Their exposure to SATC significantly increased egalitarian attitudes of women's social, in particular sexual roles.
- H1c: Female viewers have experienced a stronger increase in egalitarian attitudes of women's professional and social roles, in comparison to male viewers.
- H2: Women's exposure to SATC significantly increased their sense of sexual independence.
- H3: Women's exposure to SATC significantly increased their sense of empowerment.

METHODOLOGY:

### 3.1 SCOPE OF THE STUDY

This thesis presumes that there is a causal relationship between exposure to the TV show "Sex and the City" and changes in general and specific perceptions of women's role in society, as well as personal feelings of empowerment and independence. Thus, this research considers the possibility of self-selection: that those who watched the show had already held more modern perspectives of women's societal roles and already related to the characters. First of all, for the sake of this research the concept of perception is defined as "the way in which something is regarded, understood, or interpreted" (https://www.merriam-webster.com, 2016). In other words, the aim was for participants to elaborate on their general thoughts of the TV show in regard to its contribution to women's role in society. Secondly, the meaning of "women's role in society" would now be defined, as to how it is used within this paper. In analyzing this, two main paths in a female's life are taken into account. Firstly, perceptions of women's workrelated roles are explored, referring to perceptions on a woman's professional development. Secondly, attitudes towards women's social (sexual) societal roles are examined. Furthermore, women's personal feelings and experiences (sense) of sexual independence and overall empowerment would be measured. It touches upon perceptions of women's sexual freedom in expressing their desires and behavior, as well as their overall feelings of being capable of achieving personal goals.

As elaborated on earlier, "Sex and the City" is regarded as a revolutionary TV show within the context of its time. Therefore, it is deemed intriguing and valuable to investigate the potential impact that it had on its target audience. This thesis made use of a retrospective study design as the only feasible approach to gathering attitudes and feelings at the time when the TV show was still airing. Many scholars have argued the credibility of retrospective research, as it requires the participants to recall experiences that have occurred in the past that could
potentially lead to biased results (Thiese, 2014). However, it has also been highlighted that retrospective study design can be useful, especially when another option is not possible in retrieving the desired data, and can thus lead to intriguing results with prospective study not being possible (Hess, 2004). A retrospective study design allowed for data to be collected from the target population, shedding light on the effect that SATC had on their perceptions of women, in the past at the time the show was still airing as well as some time after that. The focus of this study is strictly on those parts of the content that positioned women in nontraditional roles, thus the thesis avoids the solely humoristic aspects.

The target population for this thesis was separated in several groups in terms of their SATC viewing. However, all participants were required to have been exposed to the show or at least to be familiar with it. Aside from that, those who did not fall under these restrictions were also encouraged to take part in this research, contributing to a point for comparison within the analysis section. These would now be elaborated on, whereby a definition of a "fan" within the current research will first be provided.

Overall, a fan in popular culture, refers to a dedicated viewer, who is involved in the particular music band, science fiction series, or in this particular case in a TV show (https://www.merriam-webster.com, 2017). Hereby, "fan" of "Sex and the City" is considered to be an individual who has seen almost, preferably all, episodes of the show. Coppa (2014) distinguishes between two types of fandom: the "following" and the "participatory" fans (Coppa, 2014). The first are those, who employ the certain media, showing minimal engagement outside their media consumption (Coppa, 2014). The latter refer to enthusiastic supporters, who might also participate in various online and offline activities to portray their fandom (Coppa, 2014). The current study made use of this fan framework in order to make a clear distinction between several times of viewers.

In total, three groups of audiences were judged valuable for the purpose of the current research. The primary sample was required to have been or still continue to be "fan" of the TV show. These are the aforementioned "participatory" fans, which were expected represent a smaller part of the final sample. Those are the dedicated "Sex and the City" fans, who are involved in the TV show on a deeper level. For the purpose of gathering a sufficient sample size, two other additional groups were taken into account. Secondly, the "following" fans are those who have watched all episodes of the TV series, however they are not engaged in other activities online and offline, connected to "Sex and the City" fan groups. Finally, a third group of audiences was taken into consideration. These are viewers of the show, who have watched a couple of episodes, while not defining themselves as "fans". These are regarded as valuable respondents, as they would allow for an adequate number of respondents to be collected, resulting in a better study design. These three fan groups are aimed as a potential point of comparison. It might interesting to analyze the differences/similarities between two types of fans of the show, and those who are familiar with it.

The above discussed three groups of participants were considered in the data gathering of this research. As previously mentioned, potential participants that have reported to have not been familiar with the TV series were also encouraged to complete the survey questionnaire. The diversity of the sample ensured for a sufficient amount of participants to be collected, whereby resulting in a valuable insights into the topic. Most importantly, it allowed for a comparison between the different groups of viewers to be made. This study design was able to extract detailed information and shed light on the show's connection to perceptions of women. The overall scope of the study was designed in such a way, so that the high-quality information could be derived from the right respondents and can thus lead to valuable contributions towards answering the research question.

Furthermore, "Sex and the City" was aired between 1998 and 2004 (https://en.wikipedia.org, 2016). Since the TV series ended in 2004, this research was focused
on past experiences with the content of the show and its impact on women's life-choice perceptions at the time. The target audience of the show while it was airing was women, between the ages of 18 and 34 (http://chronicle.augusta.com, 2004). Therefore, the primary target group of participants for this thesis was between 30 and 50 . This would mean that the respondents were in-between their (+-) 20 s and (+-) 30 s, while the show was ongoing. As the show was evolving throughout its six seasons, the target audience aged. Hence, by setting this age filter, it was ensured that the participants were amongst the target audience of the show while it was airing (18-34) (http://chronicle.augusta.com, 2004). Setting a specific group-age as the focus of this research ensured that all participants have been exposed to the TV show around the same time period. Therefore, these had watched the TV show within relatively the same societal context and this further ensured a homogenous final data.

Additionally, participants of all other age groups were also encouraged of participating, including a wider range of generations in the sample. This was done with an attempt to be able compare perceptions on the basis of age difference and when they viewed or experienced the show. Previous research has shown that there is a significant difference in gender perceptions amongst people from different generations (Scott, 2006). It might be interesting to exploring the effects of age (of respondent), period (when they watched the show), and cohort (the generation respondents belong to), all of which have been jointly explored in previous gender attitude research (Pampel, 2011). This is due to the distinct context of societal norms in regard to gender roles, within which people are born and raised (Scott, 2006). Thus, respondents of other age groups were also encouraged to take part in this research. As mentioned above, there is a significant difference in gender perceptions amongst people from different generations and a final sample of various age groups would allow for a potential point of comparison. (Scott, 2006).

Additionally, this thesis focuses on female participants as the core sample for this research. However, gender differences in attitudes towards women's societal roles are also being taken
into consideration within this research. Sex has been shown to influence how people perceive and talk about gender roles. For example, more females than males are proven to acknowledge imbalance and disparities in representation of gender within media contexts (Len-Ríos, Rodgers, Thorson \& Yoon, 2005). Furthermore, media portrayal of women has a direct impact on how men think about women and their behavior towards the opposite sex (Wood, 1994). Therefore, it would be valuable to conduct this research among both females and males if possible. Even though not many male participants were expected to be willing to be involved in this research, it was considered valuable to include those, in case there are such. This aids as a comparison point on the similarities and/or differences, amongst men and women, in the way exposure to "Sex and the City" impacts perceptions on female roles in society. This element was regarded to potentially provide valuable insights on whether and how gender matters within this topic and imply potential areas of interest for future research.

Nationality was also taken into account while analyzing the results from this research. The TV show was aired throughout its six season world-widely and so the participants of this research are expected to have various national/cultural backgrounds. The national heritage of the respondents corresponds to their culture and cultural differences have indicated to predetermine social behavior, understanding and interaction (Hofstede, 1984). Gender norms, as well as the attitudes toward gender differences vary across cultures (Goodwin, 2013). Along with this, women's lives and roles differ in different cultures (Lips, 2016). Thus, the understanding of gender expectations and stereotypes is shaped within the cultural context (Lips, 2016). Nations that are tighter in terms of culture, have been found to share closer views on gender stereotypes. Even so, differences from one nation to the other still exist (Löckenhoff et al., 2014). Therefore, it was regarded as valuable not to limit the participants, based on their nationality, since it would be used as a comparison point.

### 3.1.1 DATA COLLECTION AND ANALYSIS

The data collection was conducted through a quantitative empirical method, in the form of an online survey. The data was then analyzed in SPSS, using statistical methods such as ANOVA and multiple regression. A survey design provides a detailed description of trends, attitudes and opinions, which can be generalized over an entire population, by studying a sample of that population (Creswell, 2013). While an interview may reveal in-depth ways the show may have affected individuals and changes in perceptions, the survey will allow findings to be generalized to the broader population (Nardi, 2015). Quantitative research methods uses systematic and scientific measuring, in order to make sense of social phenomena (Nardi, 2015). Quantitative surveys are ideal for collecting opinions and attitudes, as well as appropriate when approaching sensitive topics (Nardi, 2015). Additionally, quantitative research methods in the form of a survey have been used by scholars to measure media effects and are deemed successful in doing so (Jensen, 2013). Hence, a quantitative survey was determined to be most appropriate to assess the impact of "Sex and the City" on perceptions of women.

### 3.2 SAMPLE

For this research, the sample needed has a minimum of 150 respondents. However due to various sampling methods that were used, the final sample was 361 respondents. The survey was open to participation between the $25^{\text {th }}$ of April and the $5^{\text {th }}$ of May, when the final sample was gathered. Initially before the data was cleaned, there were more than 890 participants, who started the survey and more than 600, who completed it. The data was then carefully filtered, according to the initial requirements, resulting in the 361 valid respondents, providing valuable insights into the topic. This screening process was based on mismatches and visible dishonesty within the provided answers considering the participants' age and SATC viewing.

### 3.3.1 PRETESTING PHASE

Prior to launching the finalized survey design a pretesting was done, whereby a significantly smaller number of respondents were gathered, namely 50. Pretesting in survey research design has been found to prevent potential error within the final data that is being collected (Fowler, 2013). Furthermore, running a pretest has been discussed within academia as helpful in estimating the response rate, as well as the time needed to complete the survey (Fowler, 2013). Additionally, pretesting aims to identify any potential wording issues and also detecting dropout points within the questionnaire (Fowler, 2013). Thus, a pretesting survey was run, making use of Crowdflower.com, which is a crowdsourcing website, recognized by many scholars as trustworthy and efficient in gathering the desired participants within a short period of time (Liu, Bias, Lease \& Kuipers, 2012). Moreover, the website allows researchers to view feedback from the respondents, including difficulty of understanding the questions, as well as length and adequacy of the survey design (Liu, Bias, Lease \& Kuipers, 2012). Therefore, this website was deemed suitable for the pretesting phase of this research, along with the final data collection that will be further discussed in the next section.

### 3.3.2 FINAL DATA COLLECTION

The data collection was done using several sampling methods, aiming to gather a sufficient amount of high-quality respondents as well as to contain representative respondents of all groups of viewers regarded within this research. Moreover, the requirements for the respondents were specific and using multiple sampling methods made obtaining the needed data possible. The first sampling method that was used was convenience sampling. Convenience sampling is a non-probability method for data gathering, as units of the target populations are identified on the basis of practical criteria such as easy access, geographical
proximity, time availability, voluntary participation etc. (Etikan, Musa \& Alkassim, 2016). This sampling method is argued by some scholars to lead to bias, as the final sample might not be representative of the whole population (Etikan, Musa \& Alkassim, 2016). However, this type of quantitative method was deemed appropriate for the purpose of this thesis, as it resulted in drawing a broader sample from the target population in a time- and cost-efficient way (Etikan, Musa \& Alkassim, 2016). The questionnaire was therefore distributed to Facebook groups, focused on "Sex and the City". These were mostly groups of dedicated fans of the TV show, whereby these were sharing content related to SATC and interacting through these. Taking into consideration that the primary target group, the "Participatory" fans are a smaller and harder to reach segment of the population, a dedicated survey was spread through such "Sex and the City"-centered Facebook groups. This ensured gathering a sufficient number of participants, which are true fans of the show. Aside from the SATC-specific Facebook groups, the survey was also published in participatory groups where people expressed general fandom around Hollywood TV shows and movies. Overall, this method resulted in more than 50 participants, belonging to the "participatory" fan group.

Additionally, a snowball sampling method was included in the data collection. Snowball sampling is a non-random method, where the researcher makes direct contact with a small group of people, relevant to the research topic (Bryman \& Bell, 2015). As the initial contact is made, those participants are asked to forward the survey to others (Bryman \& Bell, 2015). This type of quantitative method has been criticized for not leading to a homogeneous final sample, but it nonetheless allows for respondents, relevant to the research, to be approached (Bryman \& Bell, 2015). The survey was therefore distributed to a small sample of 10-15 people, who were known to either being fans of the TV show or at least to have watched "Sex and the City". In doing so, these respondents were asked to forward the questionnaire to acquaintances, who would be willing to participate. This enabled this thesis to collect data mostly from the "Following" fans. In order to address the bias concerns of snowball sampling, data born from
this sampling was intended to be included only when necessary. With that in mind, this type of sampling method was needed in collecting a sufficient amount of respondents. This allowed for viewers of all three fan groups to take part, whereby they had to have watched certain portions/episodes of the TV show or at least be familiar with it. Furthermore, snowball sampling made possible for the last group of respondents to be included in the sample, being these who have not been familiar with the TV series thus far. In order to determine the level of "fandom", items to categorize respondents were included at the beginning of the survey design. On the basis of a couple of questions, the respondents were assigned to either one of the three audience groups, mentioned above.

As the two previously discussed sampling methods did not necessarily ensure the reaching of the desired number of participants as well as such that would fit the primary age criteria (30-50), a third data-gathering effort was employed. A crowdsourcing website was used, as an additional method for gathering data for this research. This type of sampling method has gained popularity relatively recently, as it gives researchers a quick, easy and cost-effective access to a wide pool of participants (Edgar, Murphy \& Keating, 2016). Crowdsourcing offers a diverse and broad sample of willing individuals, who are conveniently reached through Internet platforms (Edgar, Murphy \& Keating, 2016). This final sampling method has raised some controversy on whether or not it is an efficient and representative way to find participants (Dunning, 2011). Others, however, believe that this type of data collection is no different than that conducted by the research centers, which also provide monetary compensation (Dunning, 2011). Crowdsourcing allowed this research to acquire sufficient amount of participants from all three groups of the desired population, which included also respondents who are unfamiliar with the show and thus contributed to a more diverse sample. Furthermore, the target age groups - who might have not been available in Facebook groups pertaining to the show - were successfully reached using this additional method. Also, participants from diverse cultural backgrounds were reached in this manner and thus a cross-national comparison was possible.

In particular, the survey was posted on the website Crowdflower.com
(https://www.crowdflower.com/, 2016). The given website has been discussed in academia as being trustworthy in gathering high-quality data from a diverse pool of respondents (Liu, Bias, Lease \& Kuipers, 2012). Therefore, it is considered to be an appropriate crowdsourcing platform for the purpose of this thesis.

### 3.4 MEASUREMENTS AND PROCEDURE

The current research is designed in such a way that retrospective information is derived from the target population. The core assumption of this thesis lies within the impact that the TV show SATC has made on the various types of viewers while it was airing and shortly after it has ended. Therefore, all measurements were applied twice within the survey design, once to measure perceptions before exposure to "Sex and the City" and once to measure those after having watched the show. This was done by firstly asking the respondents to think of the time around and before the TV show had been launched. The aim here was to stimulate the respondents to remember the situations and facts around that time, including personal events and social norms, etc. It was assumed that by doing so, the participants would be able to adequately recall their beliefs and attitudes towards the given topic before and around the airing of SATC. They were asked to reflect upon such experiences of general and specific gender norms, values and stereotypes within the society they lived in. Having done that, the survey continued by introducing the topic of "Sex and the City" and thus encouraging participants to think about the time when the show emerged and the related discussions that were raised within society (Figure 1, Appendix E). Afterward they were exposed to a developed scale, measuring their Attitudes Towards Women's. Following this was a Hyperfemininity Scale (HFS) aiming to measure the level of sexual and social independence within the target audience. This particular scale is female-specific and so male participants were taken directly to the next, appropriate for them section. Afterwards the Gender Empowerment Scale (GES) was
presented. This section aims to measure the level of empowerment within the female respondents, and so male participants were again re-directed to the next section. Then, the respondents were given the memory elicitation section for a second time. This time around, all questions were remaining the same in structure, having the difference of the time-period for the recall instrument. Therefore, the participants were asked to think back and reflect upon the time around and after the TV show had already ended (2004). Afterwards the three scales were provided again, in the same order, aiming to measure their perceptions the way they were past the TV show. This before and after measurement design allowed for a comparison to occur between the attitudes that the respondents expressed thinking of the time-period before the TV show, with the beliefs they had looking at the time-period after SATC. This survey design allowed for a comparison to be made between perceptions of female roles before and after the SATC's airing. Retrospective study design has been discussed by some scholars in terms of weaknesses in measuring what is intentioned, because of the requirement of recalling past experiences, attitudes and feelings (Thiese, 2014). An essential limitation here remained, the participants being stimulated to recall past experiences, opinions and so reporting accurate attitudes (Thiese, 2014). Hence, the survey design included a confidence rate scale after each of the three main measurement scales (ATW, HFS, GES), which was asking respondents on the level of self-trust they have in terms of providing accurate answers (Busey, Tunnicliff, Loftus \& Loftus, 2000). This confidence rating was aimed to be taken into account while analyzing the results, counting confidence as weights in the regression (Busey, Tunnicliff, Loftus \& Loftus, 2000). Thus, this could potentially decrease the potential bias that could emerge.

### 3.4.1 GENERAL INFORMATION AND DEMOGRAPHICS

The first section of the survey was mainly informative, providing details on the general topic and aim of the give research. Aside from that, the time needed to complete the survey was reported as well as the participants were assured of the full anonymity of their answers. The TV
show in case was presented as well as the respondents were provided an e-mail where they could send any inquiries connected to the research. At the end of the first section, the participants were asked for their agreement on the previously mentioned requirements and guidelines. Afterwards, they could proceed with the actual survey questions.

Following, the respondents were asked general questions on demographics, which were regarded essential for the current research. In particular, they were asked about their gender, being male or female. At first, the respondents were not filtered through this question instead, both males and females were allowed to complete the survey. However, during initial data collection on the crowdfunding website, the research remained with the majority of the responds being male. This is explained by the primary users of CrowdFlower being male (Liu, Bias, Lease \& Kuipers, 2012). Therefore, after having gathered 145 male respondents, this first question on gender was changed to a filtering one, meaning that all respondents who had indicated to be male were taken automatically to the end of the survey. This allowed for more and sufficient amount of female participants to be gathered. Next, the respondents were asked whether or not they were familiar with SATC prior to taking part in this research. Both those who indicated having been familiar with the TV show and those who stated they have not heard of it were allowed to proceed forward with the survey. This item was used within the Regression Analyses and aimed to create a point of comparison. Moreover, the respondents were asked whether they have friends and family who had watched SATC and enjoyed it while it was airing. This question was included with the purpose of being able to measure whether or not a social factor might have influenced their knowledge of the TV show. Finally, the contributors were asked to indicate the age-group to which they belong. They could choose between 18-24, 25-34, 35-44 and 45-54. These options include both the primary age group for the current research as well as others that were serving as a point for comparison.

### 3.4.2 OPERATIONALIZATION OF CULTIVATION THEORY

Cultivation Theory is used within this research as a basis for understanding television and the power that it has in forming public perceptions (Mosharafa, 2015). Many scholars have used this theory to explain the mediated construction of stereotypes against women. Cultivation Theory is therefore deemed appropriate within the context of this thesis. There are four steps for operationalizing cultivation research. Firstly, the researcher tries to identify the most common patterns of TV content, which include images, portrayals, and values (Mosharafa, 2015). Secondly, the researcher gathers information on the amount of TV content that the viewer consumes or has consumed (Mosharafa, 2015). Next, the respondents are asked questions, regarding the topic, whereby omitting a referral to the particular TV content being researched (Mosharafa, 2015). Finally, the researcher examines the results, looking for a particular relationship between the amount of viewing and the answers to the questions (Mosharafa, 2015). These steps were incorporated within the survey design, aiming to gather valuable insights on the participants' attitudes in relation to the amount of TV exposure (number of "Sex and the City" episodes).

With that in mind, the following section of this survey was SATC-specific, aiming to gather insights into the respondent's viewing of the TV show and their particular attachment to it. This would correspond with the first step of operatizing Cultivation Theory. Within this part of the survey, the participants to be separated into the three primary viewers/fan groups which are of interest for the current research. The first question of this section was as follows: "How many episodes would you say you have watched from the TV show SATC?", and it was used to determine the amount of viewing they were exposed to. Furthermore, the contributors were questioned on the time period in which they watched the TV show. They could indicate whether they had seen the TV series while it was airing or after SATC had already ended. It was assumed that this might have a certain effect on the degree to which the viewer is influenced by the content. Also, taking into account that part of the population that was sampled belonged
to a younger generation, it was possible that these respondents would have watched the TV show after 2004. Further, the participants were asked to report on the last time that they had seen an episode of SATC, which was argued to be a potential predictor. Aside from that, it was assumed that these who had indicated to have watched an episode/episodes of SATC more recently would have been more successful in recalling the way in which the show had influenced them, or not. Moreover, the contributors were asked about the relationship they would say they have with the TV show. Relationship here was defined as their feelings towards the show, its characters and/or specific scenes. This question was aiming to get a better understanding of the type of attachment that the respondents had with "Sex and the City". The following question "Do you feel connected to any of the main characters of SATC?" was seeking to further explore the type of connectedness that the sample population has with the show and so determine to which fan group the respondents would belong. Finally, the participants were asked whether or not they would state that they are fans of the show. Here they were given three options to choose from, "Yes", "No" and a middle option of "Maybe". Overall, this section of the survey served as one to determine the level of viewing that each participant has had with the show and was used as an additional item in measuring differences between attitudes and feelings in the various types of respondents.

### 3.4.3 ELICITATION OF MEMORY

The next section of the survey was dedicated to elicitation of recalling the memory of the participants, both before and after the TV show SATC. Respectively this part was presented twice to the contributors, once to stimulate their memory of what their general attitudes were before SATC had begun and a second time aiming to do so for the second period, namely after the TV series had ended. In creating the following questions this research made use of already developed elicitation techniques, whereby adapting them to the current topic. One of the most commonly used forms of elicitation of memory has been known to be "freelisting" (Barton,
2015). This technique depends on asking the participants to list down or think of all examples of something they can remember (Barton, 2015). Usually this type of memory stimulation asks the respondents to take some time and think about certain materials, products, events, people, etc and list them out (Barton, 2015). Having incorporated this technique within the current research, the respondents were asked to take a certain amount of time and reflect back on some of the situations they were in, the people they were close to and the places they were going to. This was assumed to be a successful elicitation technique to getting the contributors to recall what their attitudes and beliefs were at the certain time period that they were asked about (Time period one, 1998, time period two, 2004).

As already mentioned, this section was interested in some general behaviors and attitudes that the participants had around the time that SATC was released and respectively after the TV show had ended. Because of the retrospective nature of this research, all answers provided within the survey were aimed to be matching the attitudes of the participants around the time that the TV show was aired as well as some time after that. As aforementioned, the elicitation of memory was done twice throughout the survey. The first time, this section was asking about their general behaviors and attitudes around 1998, which is the year that SATC started airing. Later in the survey, the respondents were asked similarly to reflect upon the time around 2004, being the year that the TV show officially had ended. Both sections were accompanied by an introduction, explaining the purpose of the task. The participants were encouraged to take some time (as assigned per question) and reflect back on the specific situation that is asked within the question. They were also allowed to list down their memories, ensuring them of the confidentiality of the given task. It was assumed that by providing space for them to write down all memories from the according time period, they would be able to better recall their attitudes within that time. In total, this section included three questions, both for both the before and after measurement. The questions given were identical and were all timed, which enabled to monitor the amount of time one respondent would spend on the
particular question. This was done in order to ensure that the participants would have spent an acceptable amount of time, thinking about the elicitation question.

Having explained the general purpose of the following section, the respondents were first asked to take some time and remember the age that they were at that time period, think about their work, social and personal life, as well as their travels and hobbies around that time. First, they were questioned on the activities they were involved in around 1988/2004, whether they were working or studying, or both. Additionally they were asked to think back at the exact physical location, the city they were living in, as well as the particular hobbies, activities they had at the time. They were provided with 30 second (at minimum) to spend elaborating on this question. Next, the section asked the respondents to reflect on the peers, co-workers, boss or supervisor, aiming to stimulate them to remember the social circle that they were involved in at the time (1998/2004). Additionally, they were encouraged to think about their personal relations, in particular whether they were involved in a romantic relationship at the time. Here, they were told to spend at least a minute. The last question of this section was asking the participants to reflect on some discussions or conversations that they might have had about women's rights and their equality. Additionally they were asked to reflect back on time and think about women's social roles at the time and whether they had read or heard a discussion related to the topic at the time (1998/2004). Here, the participants were given 40 seconds to reflect upon their memory and write down some of their thoughts, if needed.

### 3.4.4 MEASUREMENT SCALES

### 3.4.4.1 ATTITUDES TOWARD WOMEN SCALE

In measuring the overall opinions and attitudes towards women's roles within society, this thesis made use of scales that have been developed and have proven to be successful. The most commonly used scale in assessing perceptions of women is the Attitudes Toward Women

Scale (ATW) (Spence \& Helmreich, 1990). This scale has three variations: 55-, 25 - and 15-item version. The full version contains questions regarding six main topic areas: "vocational, educational, and intellectual roles; freedom and independence; dating, courtship, and etiquette; drinking, swearing, and dirty jokes; sexual behavior; and marital relations and obligations" (Spence \& Helmreich, 1990). The shorter versions contain a smaller subset of the all items, discussed above (Spence \& Helmreich, 1990). The Attitudes Toward Women Scale (ATW) has been shown to successfully approach the sensitive topic of women's role in society (Spence \& Helmreich, 1990). The given scale has been developed and proven reliable in measuring gender-role beliefs, representing people's idea of how men and women should be in society in terms of norms, behaviors and roles (Whitley, 2001). Even though this scale is developed some time ago, it is still being used to capture perceptions on women in result from media consumption and is thus deemed successful in doing so (McKee, 2007). The originally constructed 55 -item scale has been deployed using a 4-point Likert scale, ranging from "agree strongly" to "disagree strongly" (McKee, 2007). However, 5-point Likert scales has shown to be the most successful and thus commonly used scale for gathering opinion within various fields (Likert, 1932). A 4-point scale has been used to produce a forced choice, whereas the 5-point one provides the participants with a middle ground to select (Likert, 1932). Thus, a five-point range of options was implemented while deploying the ATW scale.

Within this research the ATW scale was implemented in the third section of the survey questionnaire. The respondents were first notified that their answers should be reflecting upon their attitudes instead of how they think the situation should be. Moreover, they were told that their answers should be as in the year that is in question (respectively 1988/2004) and not the current time. The ATW scale that was used initially was the short version of 15 items. After careful examination additional four items were removed, as they were judged as not contributing to the overall research. The participants were given options to choose from a 5point Likert scale, a value of 1 being "Strongly Disagree" and 5 being "Strongly Agree". At the
end of this section, as mentioned above, the participants were provided a confidence rating scale. Here they were asked to determine the level of confidence they have in answering the previous questions within the scale. This was done for both the before and after measurement.

### 3.4.4.2 HYPERFEMININITY SCALE

Hyperfemininity scale was developed and used in order to determine the level of dependence of a female to a man, specifically within heterosexual relationships (Davis, Yarber \& Bauserman, 1998). Here, the core assumption is that hyperfeminine women are prone to believing that their wellbeing and success is depending on establishing a relationship with a man (Davis, Yarber \& Bauserman, 1998). The scale is an exaggeration of these beliefs, looking to find the level to which women believe in being dependent on a man. Usually, hyperfeminine women are regarded as being prone to developing a relationship with a man in order to feel self-fulfillment, where the female would depend mostly on her sexuality to maintain the relationship status (Davis, Yarber \& Bauserman, 1998). Hyperfeminine women tend to advocate more agreement with attitudes that support a subordinate female position within society. These women also express beliefs that marriage and family is more important than building a career. Hyperfeminine women are also more accepting of women's lower statuses within various aspects of everyday life (Davis, Yarber \& Bauserman, 1998). Moreover, this specific scale examines the level of sexual freedom and autonomy of women (Macapagal, Rupp \& Heiman, 2011). It has been proven successful by previous research in examining the understanding of sexuality in women and the level to which women depend on sexuality in order to maintain a social status and or relationship (Macapagal, Rupp \& Heiman, 2011). The Hyperfemininity scale was therefore assumed to be appropriate in investigating the sexual independence of women, having being exposed to SATC content. Therefore, this scale was judged to be appropriate in assessing the level of independence that the female participants feel within the context of female sexuality.

The Hyperfemininity Scale initially consisted of twenty-six items, where only five of these were used within this research. These five items were judged as most appropriate for measuring what the sexual independence of women. Within each item, the participants were asked to choose the response with which they identify most, whereby there were two options given. One was aligned with independence and the other one with hyperfemininity. Statements like "I like men who have some sexual experience" were given next to such as "Sexual experience was not a relevant factor in my choice of male partner". Hereby, the first statement would correspond with a more independent approach to sexuality and the second one would assign to a more hyperfeminine view. At the end of the scale the participants were again provided with a confidence rating scale, asking them to report how accurate the recalling of their memories were in answering the previous questions. This was done for both the before and after measurement.

### 3.4.4.3. GENDER EMPOWERMENT SCALE

Many scholars throughout the years have been interested in investigating the concept of "empowerment". Empowerment has been studied in various fields, including social sciences (Rogers, Chamberlin, Ellison \& Crean, 1997). The Gender Empowerment Scale (GES) was developed in order to shed light on the extent to which people tend to gain control over their own lives (Rogers, Chamberlin, Ellison \& Crean, 1997). This scale aims to measure the sense of competence within the participants as well as their ability and willingness to take action and stand their ground in public (Rogers, Chamberlin, Ellison \& Crean, 1997). The current scale has been developed some time ago, however is still being implemented as a successful tool in measuring the level of empowerment within males or females (Rogers, Ralph \& Salzer, 2010). Therefore, the Gender Empowerment Scale (GES) was argued to be appropriate in measuring the empowerment levels in the target audience of the TV show. For the purpose of answering the Research Question and testing the main hypotheses, this scale was applied solely to the female participants of the survey. This thesis is interested in testing whether or not the TV
series SATC had an influence on the female viewers of the show, in terms of gender empowerment. Thus, applying this scale only to the female respondents allowed to derive valuable insights in answering the research question.

The original GES consists of 28 items within 5 different areas: self-esteem-self-efficacy, power-powerlessness, community activism and autonomy, optimism and control over the future and righteous anger. However, after careful consideration of these, the first two areas were deemed to be valuable for the current research. Self-esteem-self-efficacy and powerpowerless are the two factors that aim to measure the sense of empowerment that the participants has in its core. Therefore, these two factors with the according 18 items in total were incorporated into the survey design. The initial scale was incorporated by making use of a 4-point Likert scale, omitting a neutral option The 18 statements were given in a randomized manner, whereby the participants could choose from a 5-point Likert scale (a value of 1 "Strongly Disagree" and 5 being "Strongly Agree"). At the end of the GES, the respondents were asked to report on the level of confidence that they had in answering the previous section. This was done for both the before and after measurement.

### 3.4.5. EXPRESSING PERSONAL OPINIONS

The next section of the survey design was focused on asking the participants directly about their personal beliefs and opinions on the topic being researched. This was done for two main reason. Firstly, it was assumed that after having filled in all sections above, the participants would have already been taken their memory back to the time around and between the years of 1998-2004. Therefore, they would have been able to judge well on what their opinions of the gender-related topic were back then. Secondly, this allowed for a comparison to be established between what the scale measurement showed and what their straightforward answers indicated. It was judged valuable for the current research to align these and examine the differences and similarities.

Within this section of the survey, the respondents were asked to describe the gender roles within society when the show has ended (2004), the way they thought these were, as well as answer directly on several inquiries about their personal view of how the show had influenced them, others and overall gender-role perceptions. It was assumed that the elicitation of memory as well as the previous measurement scales had helped the respondent to recall vividly what the particular facts surrounding gender-roles were at that time. The time period that these questions were interested in here was after the end of the show, as SATC impact supposedly happened after its end. The participants could choose from "Traditional", "Shifting" and "Controversial" here. "Would you say you felt influenced positively by the overall views, expressed in SATC?" was followed by the exact same question, asking about a negative influence. These two questions were aiming to draw some interesting insights into the type of impact that SATC had, while also addressing the backlash that the show was stated to have had at a certain point. Next, the participants were asked whether they thought that others were influenced potentially by SATC. Here, the third person effect was addressed, as it was assumed that the respondent might not indicate any personal influence however, might still acknowledge the overall influence that SATC had on gender roles. The third person effect is a theory developed in order to explain how people perceive the persuasiveness of media on themselves compared to that on others (Davison, 1983). It expresses the belief that people tend to claim not to be influenced at all or not at the same level by a certain media content as much as "others" (Davison, 1983). The third person effect has been discussed within many academic papers, whereby it has been argued to be an ongoing and growing trend also with the changes in mass media communication (Schweisberger, Billinson \& Chock, 2014). Therefore, it was assumed that the respondents might report that SATC has had a greater impact on others rather on them. Finally, the question "Which of the following describe best the effect that SATC had on your view of gender roles?" was presented, whereby the participants could choose from several options, as well as multiple answers. "I started questioning traditional gender roles", "I
was accepting of the different roles that both men and women have", "I felt empowered by the opinions O had as a woman", "My stance on gender roles did not change" and "I became more convinced that women should be taking care of the family household" were all options provided to the respondents. They were allowed to choose several answers here, as it was assumed that the SATC influence was multi-folded.

### 3.4.6 SPECIFIC DEMOGRAPHICS

The final section of the survey was dedicated to gathering some valuable demographics more specifically than in the beginning. Here, the respondents were asked to state their nationality, as well as their sense of belonging to a particular ethnicity and cultural social group. Moreover, they were able to express their religious beliefs, as well as they were stimulated to indicate whether or not they were religious as a whole. Religion and ethnicity have been argued by many scholar to be significant predictors for gender-related attitudes (De Giusti \& Kambhampati, 2016). As the societal norms and gender-role association differ per regions, depending on religion and ethnicity, these questions were assumed valuable for gathering detailed information about the respondents (De Giusti \& Kambhampati, 2016). These were then used within the analyses in order to test their predictability of the dependent variables. The contributors were asked to state their exact age in years, as in the beginning of the survey they were indicate solely the age-group to which they belong. Finally, the marital status as well as their sexual orientation were derived. Last but not least, the highest education that they had obtained was also included as a question. These general demographics allowed for a more detailed view on the final sample to be drawn. Additionally, it was important to examine whether these demographical statistics are of any importance as to how the given population was influenced by the TV show SATC.

### 3.4.7 VALIDITY AND RELIABILITY

This thesis intends to ensure internal validity by "establishing phenomena in a credible way" (Riege, 2003). Therefore, causality will be identified by looking at two separate time periods: before and after existence and/or exposure from SATC. This was done when analyzing the data, whereby key patterns of perceptions and behavior will emerge, focusing on these components that are significant for creating the given phenomena (Riege, 2003). Additionally, this research will aim to capture all possible factors (control variables) that would have contributed to an overall societal change. These would be age, gender, and nationality. Furthermore, external validity will be supported by statistical generalization, but also the analysis will be focused on generalizing the current findings onto some broader theory (Riege, 2003). The sample for this research is aimed to be as representative of the overall population (SATV target audience). The sampling methods deployed within this study require for the participants to be active online. This corresponds well with the overall Internet usage statistics, which indicate that $86 \%$ of adult women use the Internet for various purposes (http://www.pewinternet.org, 2015).

Additionally, more than $60 \%$ of the Internet users world-widely are between the ages of 30-50 (https://www.statista.com, 2014). Women are also predominantly making use of a variety of different platforms online (http://www.pewinternet.org, 2016). Moreover, when asked to reflect back on their memories and experiences for both time periods, the respondents were given blank spaces, allowing them to write down any thought they might be having. These notes were then taken into account when screening the final sample, as any mismatching or inadequate answers were indication for faulty survey takers and so were not considered in the data analysis. These statistics indicate that the target audience for SATC is present online, where the data will be gathered, and so the findings would be representative of the overall population. Finally, this thesis has made use of pre-established scales (ATW, HFS, GES), which further ensures the reliability of the measurement methods.

In addition to that, reliability will be tested for each of the scales, used within this research design. The level of reliability will be determined by using Cronbach's Alpha, as a most commonly practiced measurement for testing reliability of Likert scales (Riege, 2003).

### 3.4.8 TYPE OF DATA ANALYSIS

The main variables in answering the research question were as follows: age, gender and the SATC specific items as the Independent variables. ATW, HFS and GES were used as dependent variables, since the current research was testing for attitudes, independence and empowerment, as well as personal opinions.

Several essential data analyses were conducted in the process of interpreting the final data, in order to be able to understand in depth the level of impact that the TV show "Sex and the City" had on its target audience. Some of the items belonging to the main scales (ATW; HFS, GES) as well as several other items were reversed in scores before being manipulated. Reversed-scoring is a procedure that is needed whenever there are negatively-keyed items (Hartley, 2014). Negatively-keyed items are such that are phrased so that an agreement with the item indicates a relatively low level of the attribute being measured (Hartley, 2014). The reversed-scoring ensures that all items of the given scale are consistent with each other, in terms of what an "agree" or a "disagree" indicates (Hartley, 2014). Furthermore, descriptive statistics were conducted at first as a method to analyze the obtained results, gathering detailed information on the demographics of the respondents and also their general SATC viewing, including the amount of viewing they have had of SATC as well as the relationship they have with the TV show. Reliability was tested for each one of the measurement scales before the main variables were included. A further Factor Analysis was conducted in order to further examine the scales, to see if they required separation. From there on, subscales were created and used in several OLS regression models, testing the relationship between the dependent and independent variables. The Hierarchical (stepwise) regression was also employed in order to
isolate primary predictors to augment findings. These were performed on difference measures capturing change in attitude across the time periods and also for males and females. The several tests that were implemented in the analysis, allowed for valuable insights into the topic to be drawn as well as for comparison between mainly gender to be made.

## RESULTS:

### 4.1 DATA PREPARATION

Firstly, the data was looked at and certain adjustments were made. Specific items from all three scales that were incorporated within this survey had to be reversed in order to align the measurement of these. Next, all items belonging to each one of the three scales (ATW, HFS, GES) were measured in the difference between the before and after periods. Afterwards, to determine the level of reliability of each scale that was used to measure SATC, as well as the individual predictors, Cronbach's Alpha was deployed, as the most common measurement in testing credibility of Likert scales. The following section presents the Cronbach's Alpha values for ATW, HFS, GES and all SATC-specific items.

### 4.1.1 DESCRIPTIVE STATISTICS

Furthermore, the data was judged as valid and was further analyzed in SPSS for revealing essential demographics and other information about the final sample. Because of the various sampling methods that were deployed, the initial respondents were between the ages of 18-62. Amongst these, 230 ( $63.7 \%$ ) were between the age of 30-50, which belongs to the target population for this research. The data consisted of 145 males ( $40.3 \%$ ) and 216 females (59.7\%). This final sample corresponded with the expectation for retrieving more females than males, since SATC was targeted at women. It also aligns with the main target population for this research, being females. Since there were no requirements for the nationality of the respondents, the total number of nationalities within the final unit of analysis was 54 . Out of these, the ones occupying the vital percentages were: Venezuelan (15.6\%), Serbian (8.1\%), Italian (6.4\%), Russian (4.4\%) and Spanish (4.4\%). The most frequently obtained education level among the respondents was identified to be a Bachelor Degree (45\%), following a Master Degree (28.3\%) and High-School Diploma (24.2\%). Aside from that the majority of the
participants indicated having been familiar with SATC prior to taking the survey (95.3\%), whereby most of them also stated to have friends and family that are also familiar with the show (91.1\%). Some of the respondents agreed to having a relationship with the TV series, where $33 \%$ stated to have developed a strong relationship and $50.6 \%$ a good relationship with SATC. With that being said, some of the respondents identified with the characters of the TV show to a certain extend (31.4\%). When being asked on seeing themselves as fans of SATC, 21.1\% answered yes and $40 \%$ stated they were not fans in particular. Some $32.2 \%$ of the participants stated to have watched an episode of the TV show less than a year ago. Overall, 63.3\% respondents indicated to have watched the TV show after it had ended and $36.7 \%$ while it was airing. Therefore, the final sample that was collected is various in SATC viewing as well as attachment to the TV series. This is believed to potentially contribute to comparative results.

### 4.1.2 ATTITUDES TOWARD WOMEN

Attitudes Toward Women items were analyzed looking at the newly created items, differences between the before and after measurement. The initial Reliability analysis showed the before measurement of the ATW scale to be highly reliable (Cronbach's $\alpha=.80$ ), as well as the one for the after measurement of the same scale (Cronbach's $\alpha=.83$ ). Given the two time periods that are taken into consideration in this thesis, as well as the changing attitudes towards women between these, a further investigation of the possibilities of changes within the latent structure of the scales was needed. Therefore, a Factor analysis was conducted in order to be able to identify and construct reliable subscales.

Next, a principle component analysis (PCA) was conducted on the entire data set, with varimax rotation, both for the before and after measurement of ATW scale. Looking at ATW for each of the time periods (T1, T2), specific items were identified as overlapping for both T1 and T2. For the before design, two components had an eigenvalue above 1 (eigenvalue of 3.86;
eigenvalue of 1.76) and after these components there is a clear bend in the scree plot (Figure 1.1.1, Appendix B1). Each of these were reliable (Cronbach's alphas of .80 and .81 respectively).

Furthermore, the before measurement of the first component consisted of items 1, 2, 3, 5,10 and 11 having high loadings (> .45), whereby the variable-statement "Women should assume their rightful place in the business and in all professions along with men" has the highest load (0.75) (Table 1). This scale further appears to measure more egalitarian attitudes, or in other words equality beliefs. Looking at the original variables, we see that a high score on the items is an indication of expression of attitudes towards a more equal professional and personal positioning of women within society. The scale thus measures their egalitarian views, the higher the score, the higher the respondent's "equality" attitudes are. Thus, this first component was named "equality". Further, items 4, 6, 7, 8 and 9 appear with high loadings within the component two, whereby item 6 has the highest loading (0.79) (Table 1). This subscale further appears to measure attitudes towards more traditional, conservative roles of women within society. When we look at the scores, it can be noted that the items are an indication of more stereotypical views on women's professional and personal roles. The scale thus measures their conservative views, the higher the score, the higher the respondent's "inequality" attitudes are. Thus, this second component is named "inequality". The observation is sobering. These inequality items were qualitatively reversed in the original ATW (and subsequently unreversed for the analysis as indicated by all positive loadings) emerged into a subscale of their own, raising the possibilities that the manner of question asking (forward or reverse) may impose itself in the latent structure. Finally, each of the Equality and Inequality components had high Cronbach's alpha (. 80 and .81 respectively).

Table 1: Item loadings for two factor principal components solution for the before measurement

| Items | Equality | Inequality |
| :--- | :--- | :--- |
| Under modern economic | .649 |  |
| conditions with women being |  |  |
| active outside the home, men |  |  |
| should share in household |  |  |
| tasks such as washing dishes |  |  |
| and doing the laundry. |  |  |
| It is insulting to women to | .538 |  |
| have the "obey" clause |  |  |
| remain in the marriage |  |  |
| service. |  |  |
| There should be a strict merit | .685 |  |
| system in job appointment |  |  |
| and promotion without |  |  |
| regard to sex. |  |  |
| Women should worry less |  |  |
| about their rights and more |  |  |
| about becoming good wives |  |  |
| and mothers. |  |  |
| Women should assume their | .748 |  |
| rightful place in business and |  |  |
| all the professions along with |  |  |
| men. |  |  |
| A woman should not expect |  |  |

to go to exactly the same
places or to have quite the same freedom of action as a man.

Women should be . 718
encouraged not to become
sexually intimate with anyone
before marriage, even their
finances.
Women should be concerned
with their duties of
childbearing and house
tending rather than with
desires for professional or
business careers.
There are many jobs in which . 582
men should be given
preference over women in
being hired or promoted.
Women should be given equal . 741
opportunity with men for apprenticeship in the various
trades.
The modern girl is entitled to . 635
the same freedom from
regulation and control that is given to the modern boy.

| Cronbach's alpha | .80 | .81 |
| :--- | :--- | :--- |
| $R(p<.01)$ | 3.86 | 1.76 |

## Eigenvalue

For the after design, again two components had an eigenvalue above 1 (eigenvalue of 4.21; eigenvalue of 1.84) and after these two components there was a clear bend in the scree plot (Figure 1.1.2, Appendix B1). Within the after measurements, the items appear to be grouped similarly in the top two components (Table 2). However, this time Inequality is more prominent, explaining more of the variance. Both retain high Cronbach's alphas ( 0.84 and 0.84 ). The different ordering of components here offers a tangential finding, that Inequality attitudes have become more coherent around 2004 while Equality attitudes exhibited higher coherence in 1998. Nevertheless, this assertion is qualified by the retrospective nature of the measurements as well as the possibility of meaning reversal being cofounding factor here.

Table 2: Item loadings for two factor principal components solution for the after measurement

| Items | Inequality |
| :--- | :--- |
| Under modern economic | .728 |
| conditions with women being |  |
| active outside the home, men |  |
| should share in household |  |
| tasks such as washing dishes |  |
| and doing the laundry. |  |
| It is insulting to women to |  |
| have the "obey" clause |  |
| remain in the marriage | .719 |
| service. |  |
| There should be a strict merit |  |
| system in job appointment |  |
| and promotion without |  |
| regard to sex. |  |
| Women should worry less |  |
| about their rights and more |  |
| about becoming good wives |  |
| and mothers. |  |
| Women should assume their |  |
| rightful place in business and |  |
| all the professions along with |  |
| men. |  |

A woman should not expect ..... 752
to go to exactly the sameplaces or to have quite thesame freedom of action as aman.
Women should be ..... 717
encouraged not to become
sexually intimate with anyone
before marriage, even their
finances.
Women should be concerned ..... 800
with their duties of
childbearing and house
tending rather than with
desires for professional or
business careers.
There are many jobs in which ..... 736
men should be given
preference over women in
being hired or promoted.
Women should be given equal ..... 757
opportunity with men for
apprenticeship in the various
trades.
The modern girl is entitled to671
the same freedom from
regulation and control that is
given to the modern boy.

| Cronbach's alpha | .84 | .84 |
| :--- | :--- | :--- |
| $R(p<.01)$ |  |  |
| Eigenvalue | 4.21 | 1.84 |

The Factor Analysis aimed to identify items which constitute latent constructs together. These construct groupings are consistent across time periods, thus encouraging the creation of new ATW subscales and so increasing the reliability of the overall ATW scale. Hence, after identifying the two components for both before and after design, reliability on these items was performed. For the before measurement items $1,2,3,5,10$ and 11 showed to be moderately/highly reliable (Cronbach's $\alpha=.80$ ). For the after measurement, these items grouped together indicated high reliability (Cronbach's $\alpha=.84$ ). Looking at the before measurement items $4,6,7,8$ and 9 showed a high reliability (Cronbach's $\alpha=.81$ ). As to the after measurements these items grouped together indicated again high reliability (Cronbach's $\alpha=$ .84). With that in mind, two subscales were created for both before and after measurement. These were "equality" and "inequality". These were operationalized by averaging the temporal differences of each item within and then the subscales themselves and were further made use of within the Regression Analysis.

However, in order to be able to address H 1 ( $\mathrm{H} 1 \mathrm{a} ; \mathrm{H} 1 \mathrm{~b}$;) and adequately answer the driving research question for this research a different set of ATW items was employed and further looked at. In particular two sets of subscales were additional created to directly address and explore connection between exposure to SATC and increase of egalitarian views of women's professional roles (H1a) and their social roles (H1b). The Professional subscale
consisted of items $3,5,8,9$, and 10 . The Social subscale was consisting of items 1, 2, 4, 6, 7, and 11. These were created directly from a qualitative interpretation of each item's wording, assigning the items to both aspects of women's societal roles accordingly. Reliability Analyses were conducted on these items for both the before and after measurement. For the before measurement items 3, 5, 8, 9, and 10 (Professional) showed to be moderately reliable (Cronbach's $\alpha=.66$ ) (Figure 1.1, Appendix C1). For the after measurement, these items grouped together indicated moderate reliability (Cronbach's $\alpha=.70$ ) (Figure 1.2, Appendix C1). Looking at the before measurement items $1,2,4,6,7$, and 11 (Social) showed a moderate reliability (Cronbach's $\alpha=.68$ ) (Figure 1.3, Appendix C1). As to the after measurements these items grouped together indicated again moderate reliability (Cronbach's $\alpha=.70$ ) (Figure 1.4, Appendix C1). Regardless of these items being constructed on the basis of qualitative inquiry, these were needed in order to be able to directly address the above mentioned hypotheses (H1a; H1b). Thus "Professional" and "Social" were used as primary variables in the Regression Analyses, whereby these were ran for both male and female respondents. The same was done with the Equality and Inequality subscales that addressed the overall H 1 , and H 1 c in specific. These were also conducted for both male and female participants, where Regression on solely female respondents was primary to answering H1c.

### 4.1.3 HYPERFEMININITY SCALE

The Hyperfemininity scale was found to be very unreliable, with the before measurement scale and the after measurement scale both having low reliability levels (Cronbach's $\alpha=$.14; Cronbach's $\alpha=.20$ ). Therefore, a Factor analysis was conducted here in order to be able to identify and construct reliable subscales.

Next, a principle component analysis (PCA) was conducted, both for the before and after measurement of HFS scale. Looking at both time periods (T1, T2), all items were looked at for any potential overlap in both T1 and T2. For the before design, two components had an
eigenvalue above 1 (eigenvalue of 1.66; eigenvalue of 1.24) and after these components there is a clear bend in the scree plot. For the after design, again two components had an eigenvalue above 1 (eigenvalue of 1.70; eigenvalue of 1.16) and after these two components there was a clear bend in the scree plot (Figure 1.2.1, Appendix B1). Next, in the before measurement the first component consisted of items 3 and 5, which constitute latent constructs together with component one, having high loadings (> .45), whereby item 3 has the highest loading (0.75) (Table 3). This scale further appears to measure feelings towards sexual behavior. Looking at the original variables, these were correctly reversed before conducting the Factor analysis and so we see that a high score on the items is an indication of a more independent attitudes of women towards their sexual freedom in a relationship. The scale thus measures their sexual behaviors, opposing a hyperfeminine and an independent view, the higher the score, the higher the respondent's "sexual independence" is. Thus, this first component can be named "sexual behavior". Further, items 2 and 4 constitute latent constructs together with the component two, whereby the variable-statement "Men need sex more than women/ In general there is no difference between the sexual needs of men and women" has the highest loading (0.80). This subscale further appears to measure sexual preferences within the female population of the sample. When we look at the scores, one of the two items had to and was reversed before conducting the Factor analysis. The scale thus measures their sexual preferences, the higher the score, the higher the sexual independence of the respondent is. Thus this second component was named "sexual preference".

Table 3: Item loadings for two factor principal components solution for the before measurement
Items Sexual Behavior $\quad$ Sexual Preference

[^0]| male partner; I liked men who |
| :--- |
| have some sexual experience; |
| I sometimes said "no" but |
| really mean "yes"; I tried to |
| state my sexual needs clearly |
| and concisely; |
| I would've agreed to have sex |
| with a man if I thought I could |
| get him to do what I want; I |
| never used sex as a way to |
| manipulate sex; |
| Men needed sex more than |
| women did; In general, there |
| was no difference between |
| the sexual needs of men and |
| women; |
| It was okay for a man to be a |
| little forceful to get sex; Any |
| force used during sex was |
| sexual coercion and should |
| not have been tolerated; |
| Cronbach's alpha |
| R ( $p$ < .01) |
| Eigenvalue |

Afterwards, the after measurement for HFS was looked at. Here in component one items 3 and 5 remained as having latent constructs together, whereby the variable-statement "It is okay for a man to be a little forceful to get sex/Any force used during sex is sexual coercion and should not be tolerated" now was the one that had the highest loading (0.74), and after these two components there was a clear bend in the scree plot (Figure 1.2.2, Appendix B1). This subscale thus corresponded to measuring more independence in sexual activities and so aligned with "sexual behavior" subscale. Next, looking at the second component, number 4 constituted no more latent constructs together with the overall scale, whereby item 2 remained relevant. Here, the variable-statement "I try to state my sexual needs clearly and concisely; I sometimes say "no" but really mean "yes"" had now the highest loading (0.82) (Table 4). Therefore, this item further appeared to be measuring the level of independence within sexual activities, aligning with the "sexual preference" subscale. In order to be able to test whether these two components would increase reliability the following steps were taken.

Table 4: Item loadings for two factor principal components solution for the after measurement

| Items | Sexual Behavior | Sexual Preference |
| :--- | :--- | :--- |
| Sexual experience was not a |  |  |
| relevant factor in my choice of |  |  |
| male partner; I liked men who |  |  |
| have some sexual experience; | .822 |  |
| I sometimes said "no" but |  |  |
| really mean "yes"; I tried to |  |  |
| state my sexual needs clearly |  |  |
| and concisely; |  |  |
| I would've agreed to have sex | .703 |  |

with a man if I thought I could get him to do what I want; I
never used sex as a way to manipulate sex;

Men needed sex more than women did; In general, there was no difference between the sexual needs of men and women;

It was okay for a man to be a . 737
little forceful to get sex; Any
force used during sex was
sexual coercion and should
not have been tolerated;

| Cronbach's alpha | .49 | .06 |
| :--- | :--- | :--- |
| $R(p<.01)$ | 1.70 | 1.16 |

Eigenvalue

The Factor Analysis was aiming to identify items which constitute latent constructs together and so group them within components, creating new subscales and so increasing the reliability of the overall HFS scale. Thus, after identifying the two components for both before and after design, reliability on these items was performed. For the before measurement items 3 and 5 showed to have low reliability (Cronbach's $\alpha=.47$ ). For the after measurement, these items grouped together indicated again low reliability (Cronbach's $\alpha=.49$ ). Looking at the before measurement items 2 and 4 showed a very low reliability (Cronbach's $\alpha=.30$ ). As to the
after measurements these items grouped together indicated a very low reliability (Cronbach's $\alpha$ $=.06)$. With that in mind, the two components were judged unreliable in increasing the overall reliability of the HFS scale (Table 4).

### 4.1.4 GENDER EMPOWERMENT SCALE

The Gender Empowerment Scale (GES) was found to be moderately reliable for the before measurement (Cronbach's $\alpha=.78$ ). The same goes for the after measurement of the GES scale (Cronbach's $\alpha=.81$ ). Regardless of the reliability here being decent, a Factor Analysis is needed here, since there might be possible changes in empowerment in women across the two time periods. Factor analysis could also be able to increase the reliability of the scales, whereby creating appropriate subscales.

Next, a principle component analysis (PCA) was conducted, both for the before and after measurement of GES scale. Looking at both time periods (T1, T2), specific items were identified as overlapping for both T1 and T2. For the before design, five components had an eigenvalue above 1 (eigenvalue of 5.81 ; eigenvalue of 2.24 ; eigenvalue of 1.18 ; eigenvalue of 1.04; eigenvalue of 1.00 ) and after these components there is a clear bend in the scree plot (Figure 1.3.1, Appendix B1). For the after design, four components had an eigenvalue above 1 (eigenvalue of 6.38; eigenvalue of 2.59; eigenvalue of 1.18 ; eigenvalue of 1.06 ) and after these four components there was a clear bend in the scree plot (Figure 1.3.2, Appendix B1). Next, in the before measurement, the variable-statement "When I make plans I am almost certain to make them work" has the highest loading ( 0.80 ). This scale further appears to measure more empowered attitudes, or in other words indicates a sense of empowerment within the female population. Looking at the original variables, we see that a high score on the items is an indication of expression of empowerment within women, as in their sense of being able to achieve whatever they set their minds to. The scale thus measures their empowerment views, the higher the score, the higher the respondent's "empowerment" beliefs are. Thus, this first
component was named "empowerment". Further, items 10 and 16 constitute latent constructs together with the component two, whereby the variable-statement "Usually, I feel alone" has the highest loading (0.79). Next, within component three items 11,17 and 18 were grouped together, having 11 as the item with highest loading (0.78) (Table 5). Further, component four consisted of item 14 and 15, whereby item 15 had the highest loading (0.81). Lastly, the fifth component was containing items 12 and 13 , with the latter having the highest loading (0.76) (Table 5). All subscales mentioned above, aside from the first one, appear to measure the less empowerment that women within the target population feel when it comes to taking charge of their lives. Looking at the initial scores, some of the items were reversed before the Factor Analysis was conducted and so all items measure empowerment, the higher the score, the higher the respondent's "empowerment" levels are.

Table 5. Item loadings for two factor principal components solution for the before measurement

| Items | Empowerment | Powerless 1 | Powerless 2 | Powerless 3 | Powerless 4 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| I generally | . 690 |  |  |  |  |
| accomplish what |  |  |  |  |  |
| I set out to do |  |  |  |  |  |
| I have a positive | . 678 |  |  |  |  |
| attitude about |  |  |  |  |  |
| myself |  |  |  |  |  |
| When I make | . 800 |  |  |  |  |
| plans I am |  |  |  |  |  |
| almost certain to |  |  |  |  |  |
| make them work |  |  |  |  |  |

I am usually ..... 666
confident about
the decisions I
make
I am often able ..... 730
to overcome
barriers
I feel I am a ..... 784
person of worth,at least on anequal basis withothers
I see myself as a ..... 754capable person
I am able to do ..... 779
things as well as
most other
people
I feel I have a ..... 747
number of good
qualities
I feel powerless ..... 725most of the timeMaking waves780
never gets you
anywhere
You can't fight . 583
city hall
When I am . 758
unsure about
something, I
usually go along
with the group
Experts are in 652
the best position
to decide what
people should
do or learn
Most of the .811
misfortunes in
my life were due
to bad luck
Usually, I feel .787
alone
People have no . 528
right to get
angry just
because they
don't like
something

Getting angry . 628
about something
never helps

| Cronbach's alpha | .90 | .62 | .50 | .46 | .30 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| $R(p<.01)$ |  |  |  |  |  |
| Eigenvalue | 5.81 | 2.24 | 1.18 | 1.04 | 1.00 |

Within the after measurement the items which appeared to be grouped within one component were looked at, whereby there were four main subscales that were identified. Thus, components 1-9 were belonging to the same subscale, where the variable-statement "I am able to do things as well as most other people" has the highest loading (0.84) (Table 6). This subscale thus corresponded to measuring higher levels of empowerment within women in terms of women's role within society and thus aligned with the "empowerment" subscale. Next, looking at the other components items 17 and 18 belonged together in the after design as well, with item 17 having the highest loading ( 0.80 ) (Table 6). This component was looking at less empowered beliefs amongst women that had taken part in this survey research. Further, looking at the other components items 11, 12 and 13 belonged together in the after design as well, where item 12 has the highest loading (component loading is 0.75 ). Here again, these items were aligned with a less empowered sense within the female portion of the final sample. The items $10,14,15$ and 16 were not taken into account when creating the subscales, as these were not corresponding with the results from the before design. Thus, as the Factor analysis had shown diverse results, a Reliability on the items belonging to a potential new subscale was ran.

Table 6. Item loadings for two factor principal components solution for the after measurement

| Items | Empowerment | Powerless 1 | Powerless 2 |
| :--- | :--- | :--- | :--- | Powerless 3

I am able to do843
things as well as
most other people
I feel I have a ..... 765
number of good
qualities
I feel powerless ..... 582
most of the time
Making waves never ..... 595
gets you anywhere
You can't fight city .....  642
hall
When I am unsure ..... 753
about something, I
usually go along with
the group
Experts are in the ..... 526
best position to
decide what people
should do or learn
Most of the ..... 795
misfortunes in my
life were due to bad
luck

| People have no right <br> to get angry just <br> because they don't <br> like something | .801 |
| :--- | :--- | :--- | :--- |
| Getting angry about |  |
| something never |  |
| helps |  |

The Factor Analysis was aiming to identify items which constitute latent constructs together and so group them within components, creating new subscales and so increasing the reliability of the overall GES scale. Thus, after identifying the three potential components for both before and after design, reliability on these items was performed. For the before measurement items 1 to 9 showed to be highly reliable (Cronbach's $\alpha=.90$ ). For the after measurement, these items grouped together indicated even higher reliability (Cronbach's $\alpha=$ .93). Looking at the before measurement items 17 and 18 showed a low reliability (Cronbach's $\alpha=.45)$. As to the after measurements these items grouped together indicated again to be low/moderate in reliability (Cronbach's $\alpha=.60$ ). Looking at the before measurement of the items 12 and 13 indicated to have a rather low reliability (Cronbach's $\alpha=.30$ ). Further, these two items had again a low reliability in the after design as well (Cronbach's $\alpha=.36$ ). With that
in mind, the only subscale that was created from GES was the one containing items from 1 to 9 , which was named "empowered". These were operationalized by averaging the temporal differences of each item within and then the subscales themselves and were further made use of within the Regression Analysis.

However, looking at the GES scale, the initial Reliability, where all items were included was not too low. Additionally, the literature on the GES scale advised for all items to be kept together if possible (Rogers, Chamberlin, Ellison \& Crean, 1997). Therefore, here a further reliability was conducted, including all items from the GES, for the before and after measurement. For the before design, the GES scale, including all items showed to be highly reliable (Cronbach's $\alpha=.78$ ) (Figure 2.1, Appendix C2). Further, the after measurement showed all these items, grouped together to have an even higher reliability (Cronbach's $\alpha=.81$ ) (Figure 2.2, Appendix C2). Therefore, here a new subscale was computed, whereby calculating the mean of the differences between all items in the before and after scale. This variable was operationalized by averaging the subscales and was further made use of within the Regression Analysis.

### 4.1.5 DIFFERENCE VARIABLES

In order to test for change in attitudes between time period one (1998) and time period two (2004), difference variables were computed. These variable represent the temporal difference in the means for all subscales that were discussed in the above section, across time period 2 and time period 1. This is applicable to the subscales created for ATW and GES scale, excluding the HFS, which was not reliable. Therefore, for Professional, Social, Equality, Inequality, and Empowerment subscales, the temporal difference in the averages of each respective subscale was computed and used in Regression Analyses (D_ATW_Prof, D_ATW_Soc, D_ATW_Equality, D_ATW_Inequality, D_GES_Empowered). For the GES scale, as explained in the above section, an additional subscale was created, including the difference in averages of all items within the
scale (D_GES_ALL). This was done in respect to the literature on incorporating the scale that advised on making use of all items together, if possible (Rogers, Chamberlin, Ellison \& Crean, 1997). Furthermore, HFS will be tested through its individual survey items, examining the temporal differences for each item (D_HFS1, D_HFS2, D_HFS3, D_HFS4, D_HFS5).

### 4.1.6 "SEX AND THE CITY"-SPECIFIC

The SATC specific items were at first standardized (i.e. obtaining their $z$-scores), due to their having different number of choices or points. This was done in order to construct a single index variable for SATC. Thus, the scores of these items were given a common standard, whereby each variable is centered and scaled to have a mean of zero with a standard deviation of 1. Zscores were computed for raw scores of the SATC data set. Afterwards, the reliability of these was tested, resulting in the SATC showing a moderate reliability (Cronbach's $\alpha=$.74).

Next, a principle component analysis (PCA) was conducted, both for the SATC specific section. Here three components had an eigenvalue above 1 (eigenvalue of 3.15 ; eigenvalue of 1.20; eigenvalue of 1.05) and after these components there is a clear bend in the scree plot (Figure 1.4, Appendix B1). Next, the first component consisted of items 3, 4, 5, 6 and 7, which constitute latent constructs together with component one, whereby item 5 has the highest loading (0.82) (Table 7). This scale further appears to measure the overall attachment, relationship that the respondent has developed with the TV show in case. Looking at the original variables, we see that a high score on these items is an indication of higher attachment to SATC. The scale thus measures their relationship with "Sex and the City", the higher the score, the stronger the respondent's "relationship" with the series is. Thus, this first component was named "Relationship". Further, items 1 and 2 constitute latent constructs together with the component two, whereby item 1 has the highest loading ( 0.85 ) (Table 7). This subscale further appears to be measuring the familiarity of the participant with the TV show, taking into account the social factor of having friends and family that are familiar with SATC. The scale thus
measures their familiarity with the show, the higher the score, the higher the respondent's "familiarity" is. Thus this second component was named "Familiarity". Lastly, the third component included the final, item 8, whereby "Was most of your viewing of the TV show SATC while it was airing (1998-2004) or after it ended (2004-onwards)?" showed a high loading (0.94) (Table 7). This subscale is looking into the time period within which the respondent had done most of their viewing. Thus this third component consisting of a single variable was named "During" for convenience of the researcher. These three subscales relate to the operationalization of Cultivation Theory discussed within the Methods section of this thesis. Cultivation Theory distinguishes between heavy and light watchers, as well as assumes the viewing behavior to be predicting of the level of impact, and thus when incorporated in research one must distinguish between groups of audiences (Mosharafa, 2015). Therefore, these three components provide the needed information to separate between these watchers, on the basis of the level of fandom (Relationship), the familiarity (Familiarity) and the time period (During) that most of the viewing was done in (Mosharafa, 2015).

Table 7. Item loadings for two factor principal components solution for the SATC specific questions measurement.

| Items | Relationship | Familiarity | During |
| :--- | :--- | :--- | :--- |
| Are you familiar with  .847 <br> the show?   <br> Did you have .823  <br> friends/family who   <br> watched and enjoyed <br> the show when it aired?   <br> How would you 814  |  |  |  |

describe the
relationship* you have
with SATC? How would
you describe the
relationship* you have
with SATC?
Do you feel connected . 805
to any of the main
characters of SATC?
Would you say you're a . 816
fan of SATC?
When was the last time . 573
you saw an episode of
SATC?
How many episodes . 728
would you say you have
watched from the TV
show SATC?
Was most of your . 945
viewing of the TV show
SATC while it was airing
(1998-2004) or after it
ended (2004-onwards)?
Cronbach's alpha . 82.61

| $R(p<.01)$ | 3.15 | 1.20 | 1.05 |
| :--- | :--- | :--- | :--- |

Eigenvalue

The Factor Analysis was aiming to identify items which constitute latent constructs together and so group them within components, creating new subscales and so increasing the reliability of the overall SATC items. Thus, after identifying the three components, reliability on these items was performed. The first component, consisting of items 3,4,5,6 and 7, it was shown that the model is highly reliable (Cronbach's $\alpha=.82$ ). Looking at the second subscale of items 1 and 2, it indicated a moderate reliability (Cronbach's $\alpha=.61$ ). The last item was left alone with a high component loading as stated above. With that in mind, the three subscales were created. These were "Relationship", "Familiarity" and "During". These were operationalized by averaging the subscales and were further made use of within the Regression Analysis.

### 4.1.7 PREDICTORS FOR SATC IMPACT

In order to be able to determine whether there is a relationship between the Independent and Dependent variables, Regression Analysis was further conducted. OLS Regression was chosen, whereby each of the dependent variables were individually tested in four separate Regression Analysis, for each of the four subscales that were created from the ATW scale. Hereby, Professional and Social were primary to the current research as they are addressing the H1 (H1a; H1b). Additionally, Equality and Inequality were tested within the Regression Analyses, as secondary to this research, partly addressing H1c. Hereby, additional $T$-tests were conducted in order to address the point of comparison between female and male viewers, as assumed in H1c.All Regressions were conducted for female and male respondents individually, since the ATW scale was employed for both genders. Comparison between these will be made within the
analysis. Furthermore, as mentioned above, the HFS items were not found reliable to be grouped together and so the decision was made to conduct separate Regression Analysis for each one of the items, both for the temporal difference variables, addressing H2. Furthermore, H3 was directly addressed by Regression Analyses on the newly created GES subscales, representing women's personal empowerment levels. The predictors for all Regression Analyses were identical, these are the three newly created subscales "Relationship", "Familiarity" and "During". These represent the level of attachment and familiarity of the respondents with the show, as well as the time period in which they watched SATC. Additionally, the respondent's age-group, religiosity, education level, sexual orientation, and ethnicity are added in the second model of each Regression. These are considered to be the most predictive Independent variables and so were used within the Regression Analyses. The sexual orientation and ethnicity variable were constructed in dummy variables, as they were initially categorical by nature. Finally, the averages of the confidence ratings both time periods were computed and that variable was used as beta weight in the Regression models. This was done separately in order to be able to identify whether the added weights result in a statistically significant change within the overall model.

### 4.1.7.1 ATW

In order to be able to test how predictive the Independent Variables are of the general attitudes towards women's role in society, Regression Analyses for both female and male respondents were conducted separately.

Firstly, a second Regression Analysis was conducted with the same predictors being added in the first block "Relationship", "Familiarity" and "During" (Figure 1.1, Appendix D1). The dependent variable in this model was "Professional" (based on the corresponding subscale, D_ATW_Prof) in order to measure the difference in attitude. The first model was found not to be significant in its effect on the Independent variable $F(3,211)=0.35, p=.79$. The second
model was also found insignificant $F(13,201)=0.57, p=.88$. Thus, adding the demographics variables as predictors in the second block did not leave to a better significant model. Additionally, when adding the temporal difference of the confidence scale for the ATW scale, no statistically significant change was found. These findings indicate that H 1 (H1a) was not met, as it is shown that there is not statistically significant connection between having been exposed to SATC and change in views on women's professional roles.

Secondly, a second Regression Analysis was conducted with the same predictors being added in the first block "Relationship", "Familiarity" and "During" (Table 8). The dependent variable in this model was "Social" (based on the corresponding subscale, D_ATW_Soc) in order to measure the difference in attitude. When only these three SATC subscales were used as predictors for impact of the TV show, only $4.4 \%$ of the variance $\left(R^{2}\right)$ could be explained. The second block showed that when age-group, religiosity, education level, sexual orientation, and ethnicity are added, the total variance ( $\mathrm{R}^{2}$ ) explained by the model is $13.1 \%$, which is higher. The first model was found to be significant in its effect on the Independent variable $F(3,211)=$ $3.27, p=.02$. The second model was found also significant $F(13,201)=2.33, p=.01$, which is highly significant. Thus, adding the demographics variables as predictors in the second led to a better significant model. Within the first block the "Relationship" subscale showed to be a significant predictor ( $b=-.10, p=.50$ ), indicating that the stronger the attachment/relationship with the TV show the respondent has, the more egalitarian their views on women's social roles are. Moreover, the variable "During" seems to be successfully predicting the impact that SATC had on stimulating more equal, egalitarian views ( $b=-.09, p=.01$ ). In the second block, when adding the demographics variables as predictors, "Relationship" and "During" remain a good predictors ( $b=.13, p=.01, b=-.09, p=.01$ ). "During" however, remains a negative predictor, indicating that whenever the respondents have watched the TV show after its ending, they tend to have higher egalitarian views towards women's social roles. Here "Ethnicity" (in particular "Etnicity4") is also shown to be a good positive predictor ( $b=.35, p=.03$ ). Adding the
confidence ratings as weights within this Regression model did not result in statistically significant difference within the overall model. These findings indicate that $\mathrm{H} 1(\mathrm{H} 1 \mathrm{~b})$ was partially met, as it is shown that there is a statistically significant connection between having been exposed to SATC and change in views on women's social roles. In specific, the level of a developed relationship with the TV show, the period in which most of the viewing was done and the viewers' ethnicity are predicting well the change in attitudes on women's societal roles.

Table 8. Standardized beta weights and $R^{2}$ of the OLS Regression analysis with ratings on the "Social" subscale as criterion

| Predictor | Model 1 | Model 2 |
| :--- | :--- | :--- |
| Constant | .04 | .14 |
| During | $-.02^{*}$ | $-.09^{*}$ |
| Relationship | . $\mathbf{1 0 *}^{*}$ | $.13^{*}$ |
| Familiarity | -.02 | -.02 |
| Religiosity |  | -.09 |
| Education | -.06 |  |
| Ethnicity1 | .02 |  |
| Ethnicity2 | .10 |  |
| Ethnicity3 | -.80 |  |
| Ethnicity4 | $.35^{*}$ |  |
| Sexual Orientation1 | .04 |  |
| Sexual Orientation2 | .21 |  |
| Sexual Orientation3 |  |  |

Note: ${ }^{*} p<.05,{ }^{* *} p<.01,{ }^{* * *} p<.001$

Thirdly, an additional Regression Analysis was conducted with the same predictors being added in the first block "Relationship", "Familiarity" and "During" (Table 9). The dependent variable in this model was "Equality" (based on the corresponding subscale, D_ATW_Equality) in order to measure the difference in attitude. It was assumed that since this subscale was formed based on a quantitative analysis of the PCA, it would contribute to answering the overall H1, as well as H1c partly. When only these three SATC subscales were used as predictors for impact of the TV show, only $3.8 \%$ of the variance $\left(R^{2}\right)$ could be explained. The second block showed that when age-group, religiosity, education level, sexual orientation, and ethnicity are added, the total variance ( $\mathrm{R}^{2}$ ) explained by the model is $9.7 \%$, which is higher. The first model was found to be significant in its effect on the Independent variable $F(3,211)=2.78, p=.04$. The second model was found insignificant $F(13,201)=1.66, p=.07$, which is almost significant and will therefore be looked at for further exploration. Thus, adding the demographics variables as predictors in the second block did not lead to a better significant model. Within the first block only the variable "During" seems to be successfully predicting the impact that SATC had on stimulating more equal, egalitarian views ( $b=-.10, p=.01$ ). In the second block, when adding the demographics variables as predictors, "During" remains a good, but negative, predictor ( $b=-.09, p=.02$ ). This indicates that whenever the respondents have watched the TV show after its ending, they tend to have higher equality views. "Religiosity" was also found to be a significant, but negative, predictor ( $b=-.13 p=.04$ ). The higher the religiosity of the respondent is, the lower their "equality" attitudes are. Furthermore, here the "Education level" of the respondent is also shown to predict well the more egalitarian attitudes of the
participants ( $b=-.13 p=.01$ ), again being a negative predictor. Thus, the higher the education level of the respondent, the lower their "equality" expressions are. (Table X) Adding the confidence ratings as weights within this Regression model resulted the second model being significant $F(13,199)=1.90, p=.03$. This indicates that the confidence rating here does result in statistically significant difference within the second model. These findings indicate that the overall H 1 and in specific H1c are not entirely met. The "equality" subscale is consisting of items that go in the direction of egalitarianism and so a connection with watching the SATC TV show is found. However, as "during" is a negative predictor, it indicates that the respondents (female) who have been exposed to the TV show while it was airing were less likely to get influence in their egalitarian views on women's societal roles.

Table 9. Standardized beta weights and $R^{2}$ of the OLS Regression analysis with ratings on the
"Equality" subscale as criterion

| Predictor | Model 1 | Model 2 |
| :--- | :--- | :--- |
| Constant | .11 | .69 |
| During | $-.10^{*}$ | $-.09^{*}$ |
| Relationship | .08 | .11 |
| Familiarity | -.03 | -.04 |
| Religiosity |  | $-.13^{*}$ |
| Education | $-.13^{*}$ |  |
| Ethnicity1 |  | .00 |
| Ethnicity2 |  | .03 |
| Ethnicity3 |  | -.25 |
| Ethnicity4 | .14 |  |


| Sexual Orientation1 | -.05 |  |
| :--- | :---: | :---: |
| Sexual Orientation2 | .15 |  |
| Sexual Orientation3 | .15 |  |
| Age-group | $R^{2}$ | -.02 |
|  | .038 | $\Delta R^{2}$ |
|  | .06 |  |

Note: ${ }^{*} p<.05,{ }^{* *} p<.01,{ }^{* * *} p<.001$

Further, the next additional subscale that was tested was again aiming to shed more light on the overall H 1 and in specific H 1 c . Hereby, the first predictors that were added within the first model were "Relationship", "Familiarity" and "During" (Figure 1.2.1, Appendix D1). The dependent variable in this first model was the difference in the "Inequality" ATW index (based on the corresponding subscale, D_ATW_Inequality) in order to measure the difference in attitude. The first model was found not to be significant in its effect on the Independent variable $F(3,211)=0.35, p=.79$. The second model was also found insignificant $F(10,201)=$ $1.42, p=.15$. Thus, adding the demographics variables as predictors in the second block did not leave to a better significant model. Additionally, when adding the temporal difference of the confidence scale for the ATW scale, no statistically significant change was found. Hereby, the overall H 1 as well as H 1 c in particular were neither supported, nor rejected.

Furthermore, in order to be able to address H1c in more depth, four Independent Samples T-tests were conducted, making use of all four subscales that were discussed in the above section. An independent-samples t-test was conducted to compare attitudes towards women's professional roles in female and male respondents. There was no significant difference in the scores for female ( $\mathrm{M}=.14, \mathrm{SD}=0.55$ ) and male ( $\mathrm{M}=0.04, \mathrm{SD}=0.49$ ) respondents; $\mathrm{t}(358)=-1.75, \mathrm{p}=.08$ which is weakly significant and so partly supports H1c (Figure 1.2.1,

Appendix D1). Furthermore, an independent-samples t-test was conducted to compare attitudes towards women's social roles in female and male respondents. There was no significant difference in the scores for female ( $\mathrm{M}=.06, \mathrm{SD}=0.53$ ) and male ( $\mathrm{M}=0.02, \mathrm{SD}=0.48$ ) respondents; $\mathrm{t}(358)=-0.67, \mathrm{p}=.50$ (Figure 1.2.1, Appendix D1). Furthermore, an independentsamples t-test was conducted to compare equality attitudes towards women's overall societal roles in female and male respondents. There was no significant difference in the scores for female ( $\mathrm{M}=.13, \mathrm{SD}=0.57$ ) and male ( $\mathrm{M}=0.02, \mathrm{SD}=0.47$ ) respondents; $\mathrm{t}(358)=-1.91, \mathrm{p}=.06$, which is weakly significant and so partly supports H1c (Table 10). An independent-samples ttest was conducted to compare inequality attitudes towards women's overall societal roles in female and male respondents. There was no significant difference in the scores for female ( $\mathrm{M}=.06, \mathrm{SD}=0.64$ ) and male ( $\mathrm{M}=0.04, \mathrm{SD}=0.53$ ) respondents; t (358) $=-.20, \mathrm{p}=.84$ (Figure 1.2.1, Appendix D1). Thus, H1c is partly and weakly supported.

Table 10. $T$-test for differences in "equality" attitudes towards women's societal roles between females and males.

|  | Mean | Standard Deviation | $N$ |
| :--- | :--- | :--- | :--- |
| Female | 0.13 | 0.57 | 215 |
| Male | 0.02 | 0.47 | 145 |

Note: ${ }^{*} p<.05,{ }^{* *} p<.01,{ }^{* * *} p<.001$

Additionally, all four Regression Analyses were ran solely for men, whereby selecting the case of male gender in SPSS. These however showed to be insignificant in predicting both subscales from the ATW scale. This would further indicate that the overall impact that is shown within the Regression Analyses above, is solely applicable to female respondents. This also corresponds with previous research and is aligned with the expectations of this research. Therefore, it can be stated that the SATC viewing as well as demographics have an impact on
attitudes towards women's roles within society solely for females and not males. This would further be explored within the Discussion section of this thesis.

### 4.1.7.1.1 ADDITIONAL COMPARISON ON ATTITUDES BETWEEN GENDERS

The current research has incorporated both female and male respondents, whereby the latter were encouraged to participate as a point for comparison. As elaborated on in the Method section, after completing the before and after measurements for ATW, HFS and GES scales, the respondents were taken to an additional section, directly asking for their personal opinions on the level of influence that SATC had on overall attitudes towards women's societal roles. Two independent-samples t-tests were conducted to compare personal opinions on the type of overall influence of SATC roles in female and male respondents.

Firstly, an independent samples t-test was conducted using the test variable "InfluenceP", which is asking the participants whether they felt they were positively influenced by the views of "Sex and the City", whereby comparing female and male respondents (Table 11). There was a significant difference found in the scores for female ( $\mathrm{M}=3.71, \mathrm{SD}=0.96$ ) and male ( $\mathrm{M}=3.39$, $\mathrm{SD}=1.08$ ) respondents; $\mathrm{t}(358)=-2.82, \mathrm{p}=.005$ which is highly significant. Furthermore, an independent samples t-test was conducted using the test variable "InfluenceN", which is asking the participants whether they felt they were negatively influenced by the views of "Sex and the City", whereby comparing female and male respondents (Figure 1.2.1, Appendix D1). There was no significant difference found in the scores for female ( $\mathrm{M}=2.44, \mathrm{SD}=1.18$ ) and male ( $\mathrm{M}=2.52, \mathrm{SD}=1.18$ ) respondents; $\mathrm{t}(358)=0.59, \mathrm{p}=.55$. Therefore, it can be stated that there is a statistically significant difference between the way viewers perceive the influence of SATC, in particular in the positive impact that the TV show has had. Further exploration of these items was not possible within the scope of this research and will therefore be discussed within the Future Research section.

Table 11. $T$-test for differences in opinions on positive influence ("InfluenceP") of SATC on overall attitudes towards women's societal roles between females and males.

|  | Mean | Standard Deviation | $N$ |
| :--- | :--- | :--- | :--- |
| Female | 3.71 | 0.96 | 215 |
| Male | 3.39 | 1.08 | 145 |

Note: ${ }^{*} p<.05,{ }^{* *} p<.01,{ }^{* * *} p<.001$

### 4.1.7.2 HFS

Further, as already mentioned above, a decision was made to test be tested through its individual survey items, examining the temporal differences for each item, in a separate Regression Analysis. Thus, in the following section the findings of the significant models would be discussed (D_HFS1, D_HFS3), as the rest of the difference variables showed to be insignificantly predicted by the independent variables (Figure 1.3, Appendix D1). The overall HFS scale looks into the levels of sexual independence within the female population, whereby opposing this to hyperfemininity levels. Therefore, this scale was conducted solely on the female respondents and thus addresses H 2 .

Firstly, a Regression Analysis was conducted with the same predictors being added in the first block "Relationship", "Familiarity" and "During" (Table 12). The dependent variable in this second model was based on the corresponding subscale, D_HFS1, in order to measure the difference in the levels of sexual independence. When only these three SATC subscales were used as predictors for impact of the TV show, only $2.8 \%$ of the variance ( $\mathrm{R}^{2}$ ) could be explained. The second block showed that when age-group, religiosity, education level, sexual orientation, and ethnicity are added, the total variance $\left(R^{2}\right)$ explained by the model is $6.8 \%$, which is higher. The first model was found to be insignificant in its effect on the Independent variable $F(3,207)$ $=1.99, p=.12$, which however can be accounted for weakly significance and is thus discussed
here. The second model was found highly insignificant $F(13,197)=1.11, p=.35$. Thus, adding the demographics variables as predictors in the second did not result in a better significant model. Within the first block the "Relationship" subscale showed to be an almost significant predictor ( $b=.07, p=.11$ ), indicating that the stronger the attachment/relationship with the TV show the respondent has, the more sexual independence they experience, which is in line with H2 and thus partly and weakly supports it. Moreover, the variable "During" seems to be weakly, and negatively, predictive of the impact that SATC had on stimulating more sexual freedom ( $b=$ $-.05, p=.09)$. Thus, this indicates that when the TV show was viewed mostly during its airing, it resulted in les impact on the sexual independence, meaning that the effect might have occurred on those who have watched SATC after it had ended. In the second block, when adding the demographics variables as predictors, "Relationship" and "During" remain almost predictive, whereby the significance levels drops ( $b=.07, p=.11, b=-.04, p=.20$ ) with the latter being a negative predictor. Here "Ethnicity" (Ethnicity3) is also shown to be almost predictive of the sexual freedom levels ( $b=.68, p=.06$ ). Adding the confidence ratings as weights within this Regression model did not result in statistically significant difference within the overall model. These findings indicate that H 2 is weakly and partly supported, as it is shown that there is a statistically significant connection between having been exposed to SATC and change in the levels of sexual independence in women. In specific, the level of a developed relationship with the TV show, the period in which most of the viewing was done and the viewers' ethnicity are predicting well the change in such feelings.

Table 12. Standardized beta weights and $R^{2}$ of the OLS Regression analysis with ratings on the "D_HFS1" difference variable as criterion

| Predictor | Model 1 | Model 2 |
| :--- | :--- | :--- |
| Constant | .08 | .33 |


| During | -.05 | -.04 |
| :--- | :--- | :--- |
| Relationship | .07 | .07 |
| Familiarity | .02 | .00 |
| Religiosity | -.01 |  |
| Education | -.05 |  |
| Ethnicity1 | -.19 |  |
| Ethnicity2 | -.22 |  |
| Ethnicity3 | .68 |  |
| Ethnicity4 | -.23 |  |
| Sexual Orientation1 | $R^{2}$ | .06 |
| Sexual Orientation2 | .03 | .01 |
| Sexual Orientation3 | -.00 |  |
| Age-group | .00 |  |
|  | $\Delta R^{2}$ |  |

Note: ${ }^{*} p<.05,{ }^{* *} p<.01,{ }^{* * *} p<.001$

Furthermore, another Regression Analysis was conducted and found significant with the same predictors being added in the first block "Relationship", "Familiarity" and "During" (Table 13). The dependent variable in this second model was based on the corresponding subscale, D_HFS3, in order to measure the difference in the levels of sexual independence. When only these three SATC subscales were used as predictors for impact of the TV show, only $4.5 \%$ of the variance ( $\mathrm{R}^{2}$ ) could be explained. The second block showed that when age-group, religiosity,
education level, sexual orientation, and ethnicity are added, the total variance ( $R^{2}$ ) explained by the model is $9.7 \%$, which is higher. The first model was found to be significant $F(3,207)=3.25$, $p=.02$. The second model was found almost significant $F(13,197)=1.63, p=.08$, and will thus be further examined. Thus, adding the demographics variables as predictors in the second did not result in a better significant model. Within the first block the "Relationship" subscale showed to be a highly significant, but negative, predictor ( $b=-.12, p=.01$ ), indicating that the stronger the attachment/relationship with the TV show the respondent has, the less sexual independence they experience, which is opposing the H 2 . In the second block, when adding the demographics variables as predictors, "Relationship" remains predictive, but negatively ( $b=-$ $.12, p=.01$ ). "Ethnicity" (Ethnicity2, Ethnicity3) is shown as significant, but negative, predictor here ( $b=-.46, p=.04 ; b=1.01, p=.005$ ), indicating that ethnicity does matter when examining levels of sexual freedom in women. Adding the confidence ratings as weights within this Regression model did not result in statistically significant difference within the overall model, however the second model here becomes closer to significance $F(13,197)=1.73, p=.06$. These findings indicate that H 2 is rejected, as it is shown that there is a statistically significant connection between having been exposed to SATC and change in the levels of sexual independence in women, however a negative such, as opposed to the assumptions made in H 2 . In specific, the level of a developed relationship with the TV show is predicting well the change in such feelings, whereby indicating that the stronger the relationship with SATC is, the less change in the sense of sexual independence there are.

Table 13. Standardized beta weights and $R^{2}$ of the OLS Regression analysis with ratings on the "D_HFS3" difference variable as criterion

| Predictor | Model 1 | Model 2 |
| :--- | :--- | :--- |
| Constant | -.05 | .17 |


| During | .04 | .04 |
| :--- | :--- | :--- |
| Relationship | $-.12^{* *}$ | $-.12^{* *}$ |
| Familiarity | .04 | .04 |
| Religiosity | -.05 |  |
| Education | .01 |  |
| Ethnicity1 | -.18 |  |
| Ethnicity2 | $-.46^{*}$ |  |
| Ethnicity3 | $\mathbf{1 . 0 1 * *}$ |  |
| Ethnicity4 | -.12 |  |
| Sexual Orientation1 | $R^{2}$ | -.06 |
| Sexual Orientation2 | $.04 *$ | .00 |
| Sexual Orientation3 | -.03 |  |
| Age-group | .03 |  |
|  | $\Delta R^{2}$ |  |

Note: ${ }^{*} p<.05,{ }^{* *} p<.01,{ }^{* * *} p<.001$

### 4.1.7.3 GES

Further, two Regression Analyses were conducted, whereby the dependent variable in the first model was the difference of "Empowered" GES index, that was created by averaging the "Empowered" subscale. Additionally, a subscale was created, computing the temporal differences for each item within the GES subscale, and was tested in a separate Regression Analysis. The overall GES scale looks into the levels of empowerment within the female
population. Therefore, this scale was made use of solely for the female respondents. Moreover, it addresses H 3 , whereby these analyses examine whether there was an increasing difference in the levels of empowerment in women, after being exposed to the TV show SATC.

Firstly, a Regression Analysis on was conducted using "Empowered", based on the corresponding subscale, D_GES_Empowered, as the dependent variable (Table 14). When only the three SATC subscales were used as predictors for impact of the TV show, only $4.0 \%$ of the variance could be explained. The second block showed that when age-group, religiosity, education level, sexual orientation, and ethnicity were added, the total variance explained by the model is $8.4 \%$, which is higher, however still low. The first model was found to be significant in its effect on the dependent variable $F(3,210)=2.92, p=.03$. The second model was found insignificant $F(13,200)=1.42, p=.15$. Within the first block only the variable "Familiarity" seemed to be successfully predicting the impact that SATC had on increasing empowerment levels ( $p=.005$ ). In the second block, when adding the demographics variables as predictors, "Familiarity" remained a good predictor ( $p=.03$ ). Thus, the higher the familiarity of the respondent with the SATC TV show, the stronger their "empowerment" expressions and feelings are. Adding the confidence ratings as weights within this Regression model did not result in statistically significant difference within the overall model. Hereby, H 3 is supported, as there is a clear relationship between having watched, or in specific being familiar with the TV show, and increasing of empowerment levels in women.

Table 14. Standardized beta weights and $R^{2}$ of the OLS Regression analysis with ratings on the "Empowerment" subscale as criterion

| Predictor | Model 1 | Model 2 |
| :--- | :--- | :--- |
| Constant | .15 | .09 |
| During | .02 | .01 |


| Relationship | -.04 | -.03 |
| :--- | :--- | :--- |
| Familiarity | $\mathbf{. 1 3 * *}$ | $\mathbf{. 1 0 * *}$ |
| Religiosity | -.01 |  |
| Education | -.05 |  |
| Ethnicity1 | -.05 |  |
| Ethnicity2 | -.11 |  |
| Ethnicity3 | .16 |  |
| Ethnicity4 | .02 |  |
| Sexual Orientation1 | .12 |  |
| Sexual Orientation2 | $R^{2}$ | .20 |
| Sexual Orientation3 | $.04 *$ | -.10 |
| Age-group | .05 |  |
|  | $\Delta R^{2}$ |  |

Note: ${ }^{*} p<.05,{ }^{* *} p<.01,{ }^{* * *} p<.001$

Further, an additional Regression Analysis was conducted, based on the corresponding subscale, D_GES_ALL (Figure 1.4, Appendix D1). The dependent variable in this model was the "GES_All" subscale that was created previously for the GES scale. However, using the entire GES scale did not result in any significant findings. Adding the confidence ratings as weights within this Regression model did not result in statistically significant difference within the overall model.

## CONCLUSION:

### 5.1. BREAKING TABOOS WITH "SEX AND THE CITY"

As discussed within the Cultivation Theory, mass media portrayal of women, in particular TV content, is a powerful tool for creating, molding and reinforcing gender stereotypes (Gerbner \& Gross, 1976; Greenfield, 2014; Mosharafa, 2015). Moreover, having the majority of mass media portrayal of women still reflecting upon dated stereotypes, the focus of this research was on one TV show in particular that has aimed to challenge the conservative standpoints on women's roles within society, "Sex and the City" (SATC) (Ferriss \& Young, 2013). Furthermore, with mass media being a strong instigator of public opinions and personal beliefs regarding gender-roles, SATC has been recognized by many as "breaking ground" with its vivid expression of egalitarian views (Hermes, 2002). Given the prominence and reach of this TV series, it was expected to have had a significant impact on the female audience perceptions of women's societal roles at the time while it was airing. Hereby, the main aim was to examine any potential impact that the TV show SATC has had on its viewers, whereby testing for differences between two time periods, before the beginning of the TV show and after it had ended (1998 through 2004). An investigation into this effect was thus retrospective, focusing on a specific primary target group, however did include a diverse final sample. The following research question was aimed to be answered within this thesis: How has the TV show 'Sex and the City' impacted women's (30-50) perceptions on and personal feelings of the female social and professional roles in society during the time it aired (work-related; sexuality-related)?

## 5.2. "SEX AND THE CITY" IMPACT ON VIEWERS

The following section aims to provide a more in depth understanding of the overall results from the current research. Thus, the research question will be answered, based on the findings.

Lastly, limitations of the study design would be discussed, as well as recommendations for future research within the field.

### 5.2.1. ATTITUDES TOWARDS WOMEN

The assumptions, made in H 1 , discussing general attitudes towards women's societal (professional, social, differences in women and men) norms were partly met. Hereby, three main assumptions were made in this first hypothesis, aiming to answer the research question. The overall hypothesis implied that exposure to SATC would result in increased overall egalitarian attitudes towards women's roles in society (H1). Firstly, exposure to SATC was assumed to have increased egalitarian views of women's professional roles (H1a), as well as of their social (sexual) roles (H1b). Moreover, female viewers were expected to have experienced a stronger increase in egalitarian views in comparison to male viewers (H1c). Thus, the main findings from the manipulation of these variables will be presented in this next section, whereby for H 1 a and H 1 b solely female respondents will be taken into account, as the manipulation on male participants did not result in any statistical significance.

Firstly, attitudes towards women's professional roles did not indicate to have had any association with being exposed to the TV show ( $\neq \mathrm{H} 1 \mathrm{a}$ ). Furthermore, examining the attitudes towards women's social (sexual) roles were indeed shown to have been impacted in result from having watched SATC (=H1b). Hereby, "Relationship", "During" and "Ethnicity" were the three independent variables that were well predictive of this impact. In particular, "Relationship" refers to the attachment that the viewers have with the TV show, their identification with the main characters, as well as the levels of fandom that they express for SATC. Therefore, Cultivation Theory should be discussed here, since this theoretical framework assumes that the higher the attachment levels with the TV content are, the stronger the media impact will be (Gerbner \& Gross, 1976). Furthermore, "During" is shown to be a good, but negative predictor, indicating that the when the female participants had made most of their viewing during the
time SATC was still airing, the impact on their views of women's social roles was smaller. This can be explained by the main beliefs within Uses and Gratifications Theory that sees viewers as active, instead of passive, whereby it is assumed that the audiences actively seek out media that fits their personal views and so satisfies their media "needs" (Katz, Blumler \& Gurevitch, 1973). Therefore, it can be argued that the women who have watched SATC while it was airing had already adopted these egalitarian views prior to the exposure, and were thus less impacted by its content. Additionally, the female viewers who had started watching the TV series after its ending, had adopted these views only then and therefore again actively chose this media content to suit their beliefs (Katz, Blumler \& Gurevitch, 1973). Lastly, "Ethnicity" was found to be predictive of the effect that SATC has had on its female audiences. Hereby, a connection to a previously discussed assumption can be made, whereby attitudes towards gender roles differ among different cultures and ethnicities, which is in line with the current findings (Lips, 2016). Within the scope of the current research, ethnicity has not been explored in details, as to what particular ethnicities have experienced higher levels of impact. These points are thus addressed within the Limitations section of this thesis.

Furthermore, as previously elaborated on, two additional subscales were used as complimentary to supporting or rejecting H 1 as a whole. Hereby, it was shown that there was an association between increasing egalitarian ("Equality") attitudes in viewers and their exposure to the TV show ( $=\mathrm{H} 1$ ). Moreover, three main predictors were found within the female respondents. Firstly, "During" resulted in statistical significance, referring to the time that the viewers had made most of their watching. As discussed in the previous section, as a negative predictor, this indicates that the female audience that had been exposed to SATC while it was airing, had already incorporated these "taboo" beliefs and thus were not heavily influenced by the TV series (Katz, Blumler \& Gurevitch, 1973). Additionally, previous research on gender related attitudes has indicated that there is a significant difference in gender perceptions amongst people from different generations (Scott, 2006). Thus, as some of the female
respondents that have watched SATC after its ended might have been younger than the primary audience of the TV show, some differences in the level of impact might have occurred. These will further be elaborated on within the Future research section of this thesis. Furthermore, the second predictor, which showed to be significant, but negative, for increasing egalitarian views amongst women was "Education Level". The findings pointed out that the higher in obtained education level the female respondents are, the smaller the increase in their egalitarian views is. These findings relate to the notion of the "knowledge gap" that discusses media exposure and its diverse effects on the audiences, in result from the differences in educational level of the viewers (Gaziano, 1983). Mainly, whenever someone's base knowledge is lower, the media impact increases the low levels of education that person has (Gaziano, 1983). This is explained by the personal choices of media content that each individual make, as well as the level of understanding that one can have when being exposed to media (Gaziano, 1983). Additionally, the same goes to viewers with higher education levels, who make more in depth sense of the content they are exposed to and so manage to increase their knowledge levels (Gaziano, 1983). Thirdly, an additional predictor for increasing egalitarian "Equality" views in SATC female audiences is "Religiosity". Gender role attitudes have been discussed in academia as depending on diverse factors, whereby religiosity is one of these (Guetto, Luijkx \& Scherer, 2015). Distribution of societal roles can differ per culture and ethnicity, whereby the more religious one is, the more sensitive the topic becomes (Guetto, Luijkx \& Scherer, 2015). Religiosity is not explored in further depth within the current research and will thus be mentioned in the Limitations section. Thus, this is aligned with the current findings, indicating that the more educated viewers would draw more egalitarian attitudes from the TV show SATC. Lastly, "Inequality" did not show any association with viewing of SATC. Therefore, being exposed to the TV show does not increase female "Inequality" attitudes towards women's overall societal roles, which further partly supports H 1 .

Furthermore, the Attitudes Towards Women scale was the only measurement scale that was applied to both female and male respondents, in order to be able to address H 1 c . Exploring for differences in female and male respondents in their attitudes towards women's societal roles, solely "Equality" indicated a statistically significant difference (=H1c). Therefore, when comparing female and male egalitarian (equality) attitudes towards women's roles, a significant difference was shown, which partly and weakly supports H1c. Moreover, examining solely the male population from the final sample resulted in insignificant Regression Analyses, further supporting the assumption that gender attitudes differ in females and males. These findings indicate that indeed there is a difference in the viewing of men and women, in terms of the TV show SATC. As discussed within the Theoretical Framework, sex has proven to influence how people view gender imparities. In particular, males tend to acknowledge gender inequalities less than women (Len-Ríos, Rodgers, Thorson \& Yoon, 2005). However, these were not further explored within the current research and will therefore be explored in the Limitations section.

### 5.2.2. HYPERFEMININITY

The assumptions, made in H 2 , discussing women's sense of sexual independence and freedom were rejected. It was expected that exposure to SATC would result in increased sense of sexual independence in women, and thus this scale was accessible solely to the female population from the sample (H2). The main findings from the manipulation of these variables will be presented in this next section.

Examining the Hyperfemininity scale and the two temporal difference variables that were used within the Regression Analyses, three predictors are identified. Firstly, "Relationship" was shown to be associated with sexual independence levels, however as a negative predictor $(\neq \mathrm{H} 2)$. Therefore, this indicates that the higher the attachment levels of the viewers is, the smaller of an impact the TV show has had on their sense of empowerment, which contradicts H 2 and is also opposed to the beliefs, expressed within the Cultivation

Theory. However, a possible explanation of these results relates to the Uses and Gratifications Theory, discussed in the previous section. As previously elaborated on, viewers actively seek out media content that fits their personal beliefs and needs (Katz, Blumler \& Gurevitch, 1973). Therefore, the current findings indicate that the female viewers that have had developed a stronger relationship with the TV show, had already adopted the "taboo" expressions of female sexuality, as portrayed in SATC, prior to their exposure. Thus, they have experienced less of an impact on their sense of sexual freedom in result from watching the TV show. Furthermore, "During" is found to predict well, but negatively, the impact that SATC has had on the female sense of sexual independence ( $\neq \mathrm{H} 2$ ). As previously discussed, these findings indicate that the female audience that had been exposed to SATC while it was airing, had already adopted this "taboo" sexual expression and thus were not heavily influenced by the TV series (Katz, Blumler \& Gurevitch, 1973). Finally, "Ethnicity" is identified as a significant predictor for increased sense of sexual freedom. Hereby, it can be stated that there are various differences in the manner that female sexual freedom is perceived and present among diverse ethnicities (Nagel, 2000). Sexuality in particular is a delicate issue that is approached in different ways within different cultures and ethnicities (Nagel, 2000). However, as stated in the above section, ethnicity is not explored in depth within the current research and will thus be addressed within the Limitations section. Overall, these findings show an association between being exposed to the TV show and levels of sexual independence, however of negative nature, and thus reject H 2 .

### 5.2.3. GENDER EMPOWERMENT

The assumptions, made in H3, discussing the impact of exposure to SATC and increase in the sense of empowerment within the female population, were supported. Thus, the main findings from the manipulation of these variables will be presented in this next section.

Examining the GES subscales that were used within the Regression Analyses, one significant predictors are identified. "Familiarity" was shown as a positive predictor for
increased sense of empowerment within the female population of the final sample (=H3). This indicates that the more familiar with the TV show the participants are, the higher the positive influence on their levels of empowerment is. These findings are in line with the initial expectations for this research, as well as with the beliefs, expressed within the Cultivation Theory (=H3). This theoretical approach explains television effects as increasing with the amount of viewing (Gerbner \& Gross, 1976). Thus, the respondents who have been familiar with the show, as well as have had friends and family that have been familiar with it prior to taking the survey, are more prone to have experienced increased empowerment levels than the ones that have not been exposed to "Sex and the City".

### 5.2.4 LEADING RESEARCH QUESTION ADDRESSED

As elaborated on in the above sections, the main finding from the current research aim to provide an adequate answer to the leading research question: How has the TV show 'Sex and the City' impacted women's (30-50) perceptions on and personal feelings of the female social and professional roles in society during the time it aired (work-related; sexuality-related)? This thesis has explored multiple aspects within the topic being researched. Firstly, the focus was placed on the way that the hit TV show "Sex and the City" has managed to impact female perceptions on women's professional and social societal roles. Hereby, a comparison with male participants was attempted to be established. Furthermore, the current research was interested in the effect that SATC has had on its female viewers, in particular in increasing their sexual independence and overall sense of empowerment. In regards to the previously discussed main findings, a clear answer to the research question will be presented in this section.

Firstly, the TV show indicated to have had an influence on the increasing levels of egalitarian views of the female respondents on women's overall societal roles. In more specific, women have shown to have experienced increasing egalitarian views towards women's social roles, as well as rising perceptions of equal societal norms for women. Moreover, an important
factor for the given impact was found to be the relationship that the female viewers have indicated to have with SATC and its characters. Additionally, being familiar with the show, was strongly related to increased levels of egalitarian attitudes towards women's roles in society. These results are in line with the views, expressed in the main theoretical approach for the current research, Cultivation Theory (Gerbner \& Gross, 1976). Cultivation Theory refers to television as a powerful tool for molding public opinion accordingly over time, whereby distinguishing between diverse types of audiences (Gerbner \& Gross, 1976). Furthermore, the specific theory refers to "heavy viewers" as the most dedicated watchers, whereby the more exposure a viewer has had, the higher the levels of impact are assumed to be (Gerbner \& Gross, 1976). Hereby, a comparison with male participants was established, where SATC did not indicate to have had any impact on the men amongst the audiences. However, these findings are consistent with what previous research has found, in particular women experiencing a greater impact from such television content (Saito, 2007). Moreover, according to the current results, the levels of sexual independence of the female viewers have been impacted after being exposed to "Sex and the City", however in a negative manner. Having developed a stronger relationship with the TV show was indicated that these viewers were influenced less by "Sex and the City" in their sense of sexual freedom. Lastly, the current research showed that being familiar with the TV series, prior to completing the survey design, did increase the sense of overall empowerment amongst to female respondents. Thus, exposure to SATC has positively impacted the levels of empowerment that the target audience experience. Therefore, these findings can be related to the Cultivation Theory, whereby repeated viewing of a certain television content is tightly related to shaping the way individuals think about a social phenomenon such as gender and its according societal roles (Gerbner \& Gross, 1976).

### 5.3. LIMITATIONS

### 5.3.1 LIMITATIONS OF RETROSPECTIVE RESEARCH DESIGN

The current research was interested in acquiring retrospective data, as it was asking participants to recall past experiences and situations and reflect upon their according attitudes. Hence, a confidence rating was included after each scale (ATW, HFS, GES), for both the before and after design, of the survey as a commonly used approach to increase (Busey, Tunnicliff, Loftus \& Loftus, 2000). Acquiring retrospective knowledge might lead to sampling error and thus respondents was asked to indicate the level of confidence that they have when answering retrospective questions (Busey, Tunnicliff, Loftus \& Loftus, 2000). The confidence levels were included, whereby conducting a separate Regression Analysis for each of the dependent variables, making use of the same predictors and adding the temporal differences of each scale's confidence ratings as beta weights. Hereby, these were examined in terms of whether this would result in any significant changes in the overall models. However, these were not explored in further depth, which decreased the level of accuracy of the results (Busey, Tunnicliff, Loftus \& Loftus, 2000). This thus, remains a limitation to the research, as one cannot be certain whether the respondents were indeed providing answers, reflecting upon their attitudes and feelings at the time that SATC was airing, as opposed to now.

Furthermore, the retrospective aspect of this research remains a strong limitation. Inquiring information from the respondents, asking for a reflection on a past time, elaborating on women's social roles for the indicated time period, might have resulted in bias, because of modernized thoughts. However, this reflection was vital to this thesis, as a method to memory elicitation, ensuring the accuracy of the results.

### 5.3.2 ADDITIONAL LIMITATIONS OF RESEARCH DESIGN

A limitation of the study design is that the Hyperfemininity Scale as well as the Gender Empowerment Scale did not show high enough Reliability, when being tested for it. This would indicate that these are not entirely successful in measuring what is aimed to be measured. Further, CrowdFlower.com was used as an extra sampling method in order to be able to access a more diverse population, meaning the non-fans of the show, as well as some respondents that were not familiar with SATC prior to taking the survey. This third method resulted in a various sample of 890 participants, who started the survey and more than 600, who completed it, resulting in 361 valuable respondents. The downside of the last sampling method has been discussed by some scholars as having low reliability (Dunning, 2011). However this final method was fast and efficient in collecting the right respondents for the current research.

Furthermore, the current research had aimed to explore the effects of age (of respondent), period (when they watched the show), and cohort (the generation respondents belong to), all of which have been jointly examined in previous gender attitude research (Pampel, 2011). However, such analysis was not established, due to complication of the research design. Moreover, this thesis had aimed to gather a final sample that is various in terms of demographics, as it would be interesting to examine their relation to the level of impact that SATC has had. However, exact ethnicity and religion, as well as nationality of the respondents had not been explored in depth within this thesis, as the focus was put on predictors that were judged to be more vital in answering the research question. Further, this thesis has not examined in details the particular difference in impact between the diverse fandom groups that were identified previously (Mosharafa, 2015). Additionally, the current research intended to compare the results from the three scales with what the respondents reported, as in their personal beliefs of how the TV show has influenced its audiences, which was not explored in depth. This was not established, due to complication of the research design that would have resulted in a shift in the focus of the current research.

### 5.4 FUTURE RESEARCH

Further research within the topic would be both intriguing and valuable in retrieving more detailed information about the exact impact that the TV show "Sex and the City" has had on its female audiences. Firstly, a more in depth exploration into the demographics variables within this research would be valuable in retrieving further insights into the predictors for an increased SATC impact on the audiences. In specific, age should be explored in depth, as the current findings indicated that there is a difference in the level of impact, in result from the time period in which the respondent had done most of their viewing. This relates to a previously made argument, relating to age (of respondent), period (when they watched the show), and cohort (the generation respondents belong to), all of which have been jointly examined in previous gender attitude research (Pampel, 2011). Moreover, exact ethnicity, religion, and nationality of the respondents should be taken into consideration within future research on SATC effects. Secondly, a comparison between the diverse types of viewers should be covered, considering their fandom, familiarity and relationship with the TV show. Further, the male audience should be addressed, as significant differences between the way female and male viewers perceive the media content, were found. Furthermore, it could be valuable to understand how the TV show has impacted its male viewers, given the backlash that the show had experienced at a certain point of its airing (Donnelly, 2016).

# APPENDICES: 

## APPENDIX A

## Character Overview

Carrie, being the central persona of the TV show is a writer, who prepares a column for a newspaper in New York City (Kerpaci, Hoxha, \& Kuka, 2012). For her column, she uses the personal experiences of her closest girlfriends and elaborates on issues related mostly to intimate relationships, but also discusses gender roles, economical and even political topics (Kerpaci, Hoxha, \& Kuka, 2012).

Samantha is the oldest among the four main characters. She is successful in her professional life as she own her own PR Company (Kerpaci, Hoxha, \& Kuka, 2012). Her personality can be described as self-confident, enjoying the freedom of being a single woman. She also seems to oppose the dated understandings of sex, and suggests a different, provocative image of a woman's sexuality (Kerpaci, Hoxha, \& Kuka, 2012). Samantha is not in the search for love, nor marriage and children, which suits her dynamic personality (Kerpaci, Hoxha, \& Kuka, 2012).

Miranda is a successful lawyer, she is a practical and smart woman, who is self-confident, tough and extremely critical (Kerpaci, Hoxha, \& Kuka, 2012). She is the only character within the TV series, given the role of a single mother, which she managed to combine with her full-time job (Kerpaci, Hoxha, \& Kuka, 2012). She has a strong character, with personality traits which are usually discussed within male characters (Kerpaci, Hoxha, \& Kuka, 2012).

Charlotte is a director of a museum with good education and manners (Kerpaci, Hoxha, \& Kuka, 2012). Of the four women, only Charlotte is the one wanting to get married and eventually have children (Arthurs, 2003). Her character can be seen as rather optimistic and conservative, as she shares a more romantic and traditional view on marriage (Kerpaci, Hoxha, \& Kuka, 2012). However, when she does fulfil her long-life dream, the reality of being married is not as she
imagined it, but she becomes rather unhappy (Arthurs, 2003). Therefore, even within the Charlotte character, which is portrayed as going back to the more old-fashioned beliefs, a new, traditional values are shown under a new more critical light (Arthurs, 2003).

## APPENDIX B

1. PCA SCREE PLOTS FOR ALL SCALES

### 1.1 ATW

1.1.1 PCA Before Measurement Scree Plot:

1.1.2 PCA After Measurement Scree Plot:

1.2 HFS
1.2.1 PCA Before Measurement Scree Plot:

1.2.2 PCA After Measurement Scree Plot:

1.3 GES
1.3.1. PCA Before Measurement Scree Plot:

1.3.2. PCA After Measurement Scree Plot:

1.4 SATC


APPENDIX C

1. APPENDIX C

Reliability Analyses:
1.1 ATTITUDES TOWARDS WOMEN PROFESSIONAL BEFORE


## Item Statistics

|  | Mean | Std. <br> Deviation | N |
| :--- | :---: | ---: | ---: |
| ATW_3a | 3.9306 | .98352 | 360 |
| ATW_5a | 3.9778 | .90775 | 360 |
| ATW_8a | 3.3222 | 1.17852 | 360 |
| ATW_9a | 2.9722 | 1.13898 | 360 |
| ATW_10a | 4.2222 | .84481 | 360 |

Inter-Item Correlation Matrix

|  | ATW_3a | ATW_5a | ATW_8a | ATW_9a | ATW_10a |
| :--- | ---: | ---: | ---: | ---: | ---: |
| ATW_3a | 1.000 | .385 | .173 | .207 | .401 |
| ATW_5a | .385 | 1.000 | .176 | .172 | .486 |
| ATW_8a | .173 | .176 | 1.000 | .384 | .300 |
| ATW_9a | .207 | .172 | .384 | 1.000 | .244 |
| ATW_10a | .401 | .486 | .300 | .244 | 1.000 |

### 1.2 ATTITUDES TOWARDS WOMEN PROFESSIONAL AFTER

## Reliability Statistics

| Cronbach's |
| :---: | :---: | :---: |
| Alpha Based |
| on |
| Cronbach's |
| Alpha | | Standardized |
| :---: |
| Items |$\quad$ N of Items


| .696 | .715 | 5 |
| :--- | :--- | :--- |


|  | Item Statistics |  |  |
| :--- | :---: | :---: | :---: |
| Mean | Std. <br> Deviation | N |  |
| ATW_3b | 4.0917 | .94997 | 360 |
| ATW_5b | 4.0417 | .95348 | 360 |
| ATW_8b | 3.4722 | 1.21930 | 360 |
| ATW_9b | 3.0667 | 1.25607 | 360 |
| ATW_10b | 4.2583 | .81929 | 360 |

Inter-Item Correlation Matrix

|  | ATW_3b | ATW_5b | ATW_8b | ATW_9b | ATW_10b |
| :--- | :---: | :---: | :---: | :---: | :---: |
| ATW_3b | 1.000 | .411 | .237 | .102 | .499 |
| ATW_5b | .411 | 1.000 | .285 | .163 | .475 |
| ATW_8b | .237 | .285 | 1.000 | .496 | .385 |
| ATW_9b | .102 | .163 | .496 | 1.000 | .284 |
| ATW_10b | .499 | .475 | .385 | .284 | 1.000 |

1.3 ATTITUDES TOWARDS WOMEN SOCIAL BEFORE

Reliability Statistics


Item Statistics

|  | Mean | Std. <br> Deviation | N |
| :--- | :---: | ---: | ---: |
| ATW_1a | 3.9306 | .98635 | 360 |
| ATW_2a | 3.6611 | 1.03242 | 360 |
| ATW_4a | 3.5111 | 1.17300 | 360 |
| ATW_6a | 3.4278 | 1.25354 | 360 |
| ATW_7a | 3.0694 | 1.23241 | 360 |
| ATW_11a | 3.9278 | .90821 | 360 |

Inter-Item Correlation Matrix

|  | ATW_1a | ATW_2a | ATW_4a | ATW_6a | ATW_7a | ATW_11a |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| ATW_1a | 1.000 | .261 | .320 | .130 | .185 | .333 |
| ATW_2a | .261 | 1.000 | .189 | .097 | .082 | .217 |
| ATW_4a | .320 | .189 | 1.000 | .478 | .368 | .304 |
| ATW_6a | .130 | .097 | .478 | 1.000 | .475 | .194 |
| ATW_7a | .185 | .082 | .368 | .475 | 1.000 | .219 |
| ATW_11a | .333 | .217 | .304 | .194 | .219 | 1.000 |

### 1.4 ATTITUDES TOWARDS WOMEN SOCIAL AFTER

## Reliability Statistics



| Item Statistics |  |  |  |
| :--- | :---: | ---: | ---: |
|  | Mean | Std. <br> Deviation | N |
| ATW_1b | 4.0333 | .99245 | 360 |
| ATW_2b | 3.6417 | 1.12551 | 360 |


| ATW_4b | 3.4389 | 1.27833 | 360 |
| :--- | ---: | ---: | ---: |
| ATW_6b | 3.4139 | 1.29637 | 360 |
| ATW_7b | 3.1778 | 1.32537 | 360 |
| ATW_11b | 4.0861 | .91464 | 360 |


| Inter-Item Correlation Matrix |  |  |  |  |  |  |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
|  | ATW_1b | ATW_2b | ATW_4b | ATW_6b | ATW_7b | ATW_11b |
| ATW_1b | 1.000 | .300 | .263 | .208 | .120 | .433 |
| ATW_2b | .300 | 1.000 | .125 | .136 | .138 | .290 |
| ATW_4b | .263 | .125 | 1.000 | .494 | .447 | .308 |
| ATW_6b | .208 | .136 | .494 | 1.000 | .447 | .287 |
| ATW_7b | .120 | .138 | .447 | .447 | 1.000 | .180 |
| ATW_11b | .433 | .290 | .308 | .287 | .180 | 1.000 |

2. APPENDIX C
2.1 GENDER EMPOWERMENT SCALE ALL ITEMS BEFORE

Reliability Statistics


Item Statistics

|  | Item Statistics |  |  |
| :--- | ---: | ---: | ---: |
|  | Mean | Std. <br> Deviation | N |
| GES_1a | 3.7523 | .86092 | 214 |
| GES_2a | 3.9720 | .90339 | 214 |
| GES_3a | 3.8084 | .86980 | 214 |
| GES_4a | 3.7944 | .94186 | 214 |


| GES_5a | 3.7196 | .86989 | 214 |
| :--- | ---: | ---: | ---: |
| GES_6a | 3.9486 | .90495 | 214 |
| GES_7a | 4.0047 | .85304 | 214 |
| GES_8a | 3.9673 | .77147 | 214 |
| GES_9a | 4.1121 | .79111 | 214 |
| GES_10a | 3.2477 | 1.16255 | 214 |
| GES_11a | 2.9019 | .90626 | 214 |
| GES_12a | 3.0000 | .93447 | 214 |
| GES_13a | 2.6729 | .93222 | 214 |
| GES_14a | 3.0047 | 1.02777 | 214 |
| GES_15a | 3.1028 | .94382 | 214 |
| GES_16a | 3.2103 | 1.19768 | 214 |
| GES_17a | 2.5280 | 1.01937 | 214 |
| GES_18a | 2.5234 | 1.04226 | 214 |

2.2 GENDER EMPOWERMENT SCALE ALL ITEMS AFTER


## Item Statistics

|  | Mean | Std. <br> Deviation | N |
| :--- | ---: | ---: | ---: |
| GES_1b | 3.9533 | .81515 | 214 |
| GES_2b | 4.0654 | .89622 | 214 |
| GES_3b | 3.9579 | .83532 | 214 |
| GES_4b | 4.0748 | .82452 | 214 |
| GES_5b | 3.9252 | .86346 | 214 |


| GES_6b | 4.1402 | .78661 | 214 |
| :--- | ---: | ---: | ---: |
| GES_7b | 4.0981 | .83058 | 214 |
| GES_8b | 4.0841 | .80633 | 214 |
| GES_9b | 4.1869 | .81800 | 214 |
| GES_10b | 3.2664 | 1.21767 | 214 |
| GES_11b | 2.7570 | .92275 | 214 |
| GES_12b | 2.9907 | 1.00697 | 214 |
| GES_13b | 2.7056 | 1.02653 | 214 |
| GES_14b | 3.1168 | 1.10500 | 214 |
| GES_15b | 3.2804 | 1.02361 | 214 |
| GES_16b | 3.2757 | 1.20783 | 214 |
| GES_17b | 2.5561 | 1.03195 | 214 |
| GES_18b | 2.4206 | .98379 | 214 |

## APPENDIX D

1. APPENDIX D
1.1 OLS REGRESSION ANALYSIS FOR "D_ATW_PROFESSIONAL"

| Model Summary ${ }^{\text {c }}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mode <br> I | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics |  |  | Sig. F <br> Change |
|  |  |  |  |  |  | F <br> Change | df1 | df2 |  |
| 1 | . $104{ }^{\text {a }}$ | . 011 | -. 010 | . 49575 | . 011 | . 513 | 3 | 141 | . 674 |
| 2 | . $367{ }^{\text {b }}$ | . 135 | . 056 | . 47913 | . 124 | 2.106 | 9 | 132 | . 033 |

## ANOVA ${ }^{a}$

| Model |  | Sum of <br> Squares |  | Df | Mean <br> Square | F |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: |


| Coefficients ${ }^{\text {a }}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Model |  | Unstandardized Coefficients |  | Standardized Coefficients Beta | t | Sig. |
|  |  | B | Std. Error |  |  |  |
| 1 | (Constant) | . 033 | . 044 |  | . 748 | . 455 |
|  | Familiarity_SATC | -. 025 | . 045 | -. 049 | -. 549 | . 584 |
|  | Relationship_SATC | -. 011 | . 062 | -. 016 | -. 178 | . 859 |
|  | During_SATC | . 043 | . 041 | . 090 | 1.068 | . 287 |
| 2 | (Constant) | . 515 | . 247 |  | 2.087 | . 039 |
|  | Familiarity_SATC | . 018 | . 047 | . 036 | . 395 | . 693 |
|  | Relationship_SATC | -. 011 | . 062 | -. 016 | -. 181 | . 857 |
|  | During_SATC | . 031 | . 044 | . 064 | . 711 | . 478 |
|  | SexO_dummy1 | -. 210 | . 114 | -. 159 | -1.834 | . 069 |
|  | SexO_dummy2 | . 305 | . 192 | . 146 | 1.587 | . 115 |
|  | SexO_dummy 3 | -. 168 | . 189 | -. 080 | -. 894 | . 373 |
|  | Ethn_dummy1 | -. 153 | . 135 | -. 246 | -1.135 | . 259 |
|  | Ethn_dummy 3 | . 342 | . 369 | . 279 | . 927 | . 356 |
|  | Ethn_dummy4 | -. 236 | . 155 | -. 273 | -1.527 | . 129 |
|  | What is your age-group? | . 063 | . 048 | . 118 | 1.311 | . 192 |
|  | Would you say you are religious? | -. 109 | . 056 | -. 163 | -1.963 | . 052 |
|  | What is the highest education you have obtained? | -. 050 | . 054 | -. 081 | -. 917 | . 361 |

### 1.2 OLS REGRESSION ANALYSIS FOR "D_ATW_INEQUALITY"

| Mod | Model Summary ${ }^{\text {c }}$ |  |  |  |  |  |  |  | Sig. F <br> Change |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | R | R Square | Adjusted R Square | Std. Error |  | Chan | Statis |  |  |
|  |  |  |  | of the <br> Estimate | R Square Change | F <br> Change | df1 | df2 |  |
| 1 | . $071^{\text {a }}$ | . 005 | -. 009 | . 64543 | . 005 | . 355 | 3 | 211 | . 786 |
| 2 | . $290{ }^{\text {b }}$ | . 084 | . 025 | . 63453 | . 079 | 1.731 | 10 | 201 | . 076 |


| ANOVA ${ }^{\text {a }}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Model |  | Sum of Squares | Df | Mean <br> Square | F | Sig. |
| 1 | Regression | . 443 | 3 | . 148 | . 355 | . $786^{\text {b }}$ |
|  | Residual | 87.898 | 211 | . 417 |  |  |
|  | Total | 88.342 | 214 |  |  |  |
| 2 | Regression | 7.414 | 13 | . 570 | 1.416 | . $154^{\text {c }}$ |
|  | Residual | 80.928 | 201 | . 403 |  |  |
|  | Total | 88.342 | 214 |  |  |  |

## Coefficients ${ }^{\text {a }}$

| Model |  | Unstandardized Coefficients |  | Standardized Coefficients Beta | t | Sig. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | B | Std. Error |  |  |  |
| 1 | (Constant) | . 049 | . 045 |  | 1.084 | . 279 |
|  | Familiarity_SATC | . 029 | . 061 | . 033 | . 465 | . 642 |
|  | Relationship_SATC | . 033 | . 062 | . 038 | . 537 | . 592 |
|  | During_SATC | -. 029 | . 045 | -. 045 | -. 650 | . 516 |
| 2 | (Constant) | -. 228 | . 303 |  | -. 754 | . 452 |
|  | Familiarity_SATC | . 039 | . 065 | . 045 | . 605 | . 546 |
|  | Relationship_SATC | . 050 | . 063 | . 058 | . 797 | . 427 |
|  | During_SATC | -. 033 | . 045 | -. 051 | -. 731 | . 465 |
|  | What is your agegroup? | . 059 | . 053 | . 082 | 1.114 | . 267 |


| Would you say you are |
| :--- |
| Weligious? |
| What is the highest <br> education you have <br> obtained? |
| WexO_dummy1 |
| .010 |
| SexO_dummy2 |

### 1.2.1 ADDITIONAL T-TESTS ATW

Professional (D_ATW_Prof):

|  | Group Statistics |  |  |  |  |
| :--- | :--- | ---: | ---: | ---: | ---: |
|  | What is your <br> gender? | N | Mean | Std. <br> Deviation |  |
| Std. Error <br> Mean |  |  |  |  |  |
| D_ATW_Pro | Male | 145 | .0414 | .49323 | .04096 |
| f | Female | 215 | .1414 | .55544 | .03788 |


| Independent Samples Test |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Levene's Test for Equality of Variances |  | t-test for Equality of Means |  |  |  |  |  |
|  |  |  | Sig. (2- | Mean Differe | Std. <br> Error Differe | 95\% Co <br> Interv Diffe | fidence of the ence |
| Sig. | t | Df | tailed) | nce |  | Lower | Upper |


| D_ATW <br> _Prof | Equal variances assumed | 1.107 | . 293 | $\begin{array}{r} - \\ 1.75 \\ 2 \end{array}$ | 358 | . 081 | -. 10002 | . 05709 | $-.21230$ | . 01226 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Equal variances not assumed |  |  | $\begin{array}{r} 1.79 \\ 3 \\ \hline \end{array}$ | $\begin{array}{r} 332 . \\ 158 \end{array}$ | . 074 | -. 10002 | . 05579 | $-.20977$ | . 00973 |

Social (D_ATW_Soc):
Group Statistics

| What is your <br> gender? |  |  |  |  |  |  | N | Mean | Std. <br> Deviation | Std. Error <br> Mean |
| :--- | :--- | ---: | ---: | ---: | ---: | :---: | :---: | :---: | :---: | :---: |
| D_ATW_Soc | Male | 145 | .0218 | .47761 | .03966 |  |  |  |  |  |
|  | Female | 215 | .0589 | .53525 | .03650 |  |  |  |  |  |

## Independent Samples Test

|  |  | Levene's Test for Equality of Variances |  | t-test for Equality of Means |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | t | Df | Sig. (2- <br> tailed) | Mean <br> Differe <br> nce | Std. <br> Error Differe nce | 95\% Confidence Interval of the Difference |  |
|  |  | F |  |  |  |  | Sig. | Lower | Upper |
| $\begin{aligned} & \hline \text { D_AT } \\ & \text { W_Soc } \end{aligned}$ | Equal variances assumed |  | . 882 | . 348 | $.673$ | 358 | . 502 | -. 03708 | . 05511 | -. 14546 | . 07130 |
|  | Equal variances not assumed |  |  | $.688$ | $\begin{array}{r} 331 . \\ 311 \end{array}$ | . 492 | -. 03708 | . 05390 | $-.14311$ | . 06896 |

Inequality (D_ATW_Inequality):

## Group Statistics

| What is your <br> gender? |  |  |  |  |  |  | N | Mean | Std. <br> Deviation | Std. Error <br> Mean |
| :--- | :--- | ---: | ---: | ---: | ---: | :---: | :---: | :---: | :---: | :---: |
| D_ATW_Inequali | Male | 145 | .0455 | .53164 | .04415 |  |  |  |  |  |
| ty | Female | 215 | .0586 | .64250 | .04382 |  |  |  |  |  |


|  | Independent Samples Test |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Levene's Test for Equality of Variances |  | t-test for Equality of Means |  |  |  |  |  |  |
|  |  |  |  |  | Sig. (2- | Mean <br> Differe | Std. <br> Error Differe | 95\% Co Interva Diffe | fidence of the ence |
|  | F | Sig. | t | df | tailed) | nce | nce | Lower | Upper |
| D_ATW_I Equal nequality variances assumed | 3.604 | . 058 | $203$ | 358 | . 839 | $01309$ | . 06452 | $13997 .$ | . 11379 |
| Equal variances not assumed |  |  | . 210 | $\begin{array}{r} 343 . \\ 282 \end{array}$ | . 833 | $\text { . } 01309$ | . 06220 | $\text { } 13544 .$ | . 10926 |

T-tests personal opinion variables:

Group Statistics

| What is your <br> gender? |  | N | Mean | Std. <br> Deviation | Std. Error <br> Mean |
| :--- | :--- | :--- | :--- | ---: | ---: |
| InfluenceN | Male | 145 | 2.5172 | 1.18500 | .09841 |
|  | Female | 215 | 2.4419 | 1.18208 | .08062 |

Independent Samples Test

| Levene's Test for Equality of Variances |  |  | t-te | or Equal | ity of Mea |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Sig. (2- | Mean Differen | Std. <br> Error Differen | 95\% Co <br> Interv Diffe | fidence of the ence |
| F Sig. | T | Df | tailed) |  | ce | Lower | Upper |


| Influe <br> nceNEqual <br> variances <br> assumed | .043 | .837 | .593 | 358 | .554 | .07538 | .12715 | -.17468 | .32544 |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | :--- |
|  |  |  | .593 | 308. | .554 | .07538 | .12721 | -.17494 | .32570 |
| Equal <br> variances not <br> assumed |  |  |  |  |  |  |  |  |  |

1.3 OLS REGRESSION ANALYSIS FOR "D_HFS2", "D_HFS4", "D_HFS5" D_HFS2


ANOVA ${ }^{a}$

| ANOVA ${ }^{\text {a }}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Model |  | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | . 446 | 3 | . 149 | . 600 | .616 ${ }^{\text {b }}$ |


|  | Residual | 51.345 | 207 | .248 |  |  |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: |
|  | Total | 51.791 | 210 |  |  |  |
| 2 | Regression | 3.699 | 13 | .285 | 1.166 | $.307^{\text {c }}$ |
|  | Residual | 48.092 | 197 | .244 |  |  |
| Total | 51.791 | 210 |  |  |  |  |


| Coefficients ${ }^{\text {a }}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Model |  | Unstandardized Coefficients |  | Standardized Coefficients Beta | t | Sig. |
|  |  | B | Std. Error |  |  |  |
| 1 | (Constant) | . 182 | . 036 |  | 5.110 | . 000 |
|  | Familiarity_SATC | . 066 | . 051 | . 093 | 1.285 | . 200 |
|  | Relationship_SATC | -. 017 | . 048 | -. 025 | -. 347 | . 729 |
|  | During_SATC | . 010 | . 035 | . 020 | . 294 | . 769 |
| 2 | (Constant) | . 642 | . 239 |  | 2.687 | . 008 |
|  | Familiarity_SATC | . 058 | . 052 | . 082 | 1.112 | . 268 |
|  | Relationship_SATC | -. 019 | . 050 | -. 028 | -. 381 | . 703 |
|  | During_SATC | . 030 | . 036 | . 060 | . 833 | . 406 |
|  | What is your agegroup? | -. 048 | . 042 | -. 085 | -1.146 | . 253 |
|  | Would you say you are religious? | -. 090 | . 053 | -. 121 | -1.689 | . 093 |
|  | What is the highest education you have obtained? | -. 082 | . 045 | -. 128 | -1.831 | . 069 |
|  | SexO_dummy1 | . 026 | . 104 | . 019 | . 250 | . 803 |
|  | SexO_dummy 2 | . 225 | . 206 | . 089 | 1.095 | . 275 |
|  | SexO_dummy 3 | -. 136 | . 155 | -. 070 | -. 878 | . 381 |
|  | Ethn_dummy1 | . 003 | . 126 | . 003 | . 021 | . 983 |
|  | Ethn_dummy2 | . 130 | . 255 | . 085 | . 509 | . 611 |
|  | Ethn_dummy 3 | -. 123 | . 403 | -. 077 | -. 305 | . 761 |
|  | Ethn_dummy 4 | -. 182 | . 152 | -. 158 | -1.201 | . 231 |

> D_HFS4:

| Model Summary ${ }^{\text {c }}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mod <br> el | R | R Square | Adjusted <br> R Square | Std. Error of the Estimate | Change Statistics |  |  |  |  |
|  |  |  |  |  | R Square Change | F Change | df1 | df2 | Sig. F <br> Change |
| 1 | . $124^{\text {a }}$ | . 015 | . 001 | . 52729 | . 015 | 1.071 | 3 | 207 | . 362 |
| 2 | . $206{ }^{\text {b }}$ | . 042 | -. 021 | . 53304 | . 027 | . 556 | 10 | 197 | . 848 |


| ANOVA ${ }^{\text {a }}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Model |  | Sum of Squares | Df | Mean <br> Square | F | Sig. |
| 1 | Regression | . 893 | 3 | . 298 | 1.071 | $.362{ }^{\text {b }}$ |
|  | Residual | 57.552 | 207 | . 278 |  |  |
|  | Total | 58.445 | 210 |  |  |  |
| 2 | Regression | 2.472 | 13 | . 190 | . 669 | . $792^{\text {c }}$ |
|  | Residual | 55.973 | 197 | . 284 |  |  |
|  | Total | 58.445 | 210 |  |  |  |


| Coefficients ${ }^{\text {a }}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Model |  | Unstandardized Coefficients |  | Standardized Coefficients Beta | t | Sig. |
|  |  | B | Std. Error |  |  |  |
| 1 | (Constant) | . 132 | . 038 |  | 3.501 | . 001 |
|  | Familiarity_SATC | . 072 | . 054 | . 096 | 1.333 | . 184 |
|  | Relationship_SATC | . 041 | . 051 | . 057 | . 799 | . 425 |
|  | During_SATC | -. 003 | . 037 | -. 006 | -. 085 | . 932 |
| 2 | (Constant) | . 322 | . 258 |  | 1.248 | . 214 |
|  | Familiarity_SATC | . 071 | . 056 | . 094 | 1.252 | . 212 |
|  | Relationship_SATC | . 040 | . 054 | . 056 | . 734 | . 464 |
|  | During_SATC | . 014 | . 039 | . 026 | . 360 | . 720 |


| What is your age- <br> group? | -.046 | .045 | -.076 | -1.007 | .315 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Would you say you are <br> religious? | -.013 | .058 | -.016 | -.217 | .828 |
| What is the highest <br> education you have <br> obtained? | -.013 | .049 | -.020 | -.277 | .782 |
| SexO_dummy1 | -.047 | .112 | -.033 | -.422 | .673 |
| SexO_dummy2 | -.100 | .222 | -.037 | -.449 | .654 |
| SexO_dummy3 | .107 | .167 | .052 | .644 | .521 |
| Ethn_dummy1 | .005 | .136 | .006 | .037 | .970 |
| Ethn_dummy2 | -.096 | .275 | -.059 | -.349 | .728 |
| Ethn_dummy3 | -.141 | .435 | -.083 | -.324 | .746 |
| Ethn_dummy4 | .016 | .164 | .013 | .098 | .922 |

### 1.4 OLS REGRESSION ANALYSIS FOR "D_GES_ALL"

| Model Summary ${ }^{\text {c }}$ |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mod <br> el | R | R Square | Adjusted R <br> Square | Std. Error of the Estimate | R Square Change | Change Statistics |  |  | Sig. F <br> Change |
|  |  |  |  |  |  | $F$ <br> Change | df1 | df2 |  |
| 1 | . $137^{\text {a }}$ | . 019 | . 005 | . 33724 | . 019 | 1.334 | 3 | 210 | . 264 |
| 2 | . $273{ }^{\text {b }}$ | . 074 | . 014 | . 33563 | . 056 | 1.202 | 10 | 200 | . 291 |


| ANOVA ${ }^{\text {a }}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Model |  | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | . 455 | 3 | . 152 | 1.334 | . $264{ }^{\text {b }}$ |
|  | Residual | 23.884 | 210 | . 114 |  |  |
|  | Total | 24.339 | 213 |  |  |  |
| 2 | Regression | 1.810 | 13 | . 139 | 1.236 | . $256{ }^{\text {c }}$ |


| Residual | 22.530 | 200 | .113 |  |  |
| :---: | ---: | ---: | ---: | ---: | :--- |
| Total | 24.339 | 213 |  |  |  |


| Coefficients ${ }^{\text {a }}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Model |  | Unstandardized Coefficients |  | Standardized Coefficients Beta | t | Sig. |
|  |  | B | Std. Error |  |  |  |
| 1 | (Constant) | . 083 | . 024 |  | 3.502 | . 001 |
|  | Familiarity_SATC | . 049 | . 032 | . 108 | 1.520 | . 130 |
|  | Relationship_SATC | . 007 | . 033 | . 015 | . 206 | . 837 |
|  | During_SATC | . 025 | . 023 | . 074 | 1.082 | . 281 |
| 2 | (Constant) | . 091 | . 159 |  | . 569 | . 570 |
|  | Familiarity_SATC | . 052 | . 034 | . 116 | 1.532 | . 127 |
|  | Relationship_SATC | . 004 | . 034 | . 010 | . 133 | . 895 |
|  | During_SATC | . 031 | . 024 | . 091 | 1.294 | . 197 |
|  | What is your agegroup? | . 025 | . 028 | . 066 | . 895 | . 372 |
|  | Would you say you are religious? | . 017 | . 036 | . 035 | . 489 | . 626 |
|  | What is the highest education you have obtained? | -. 025 | . 030 | -. 056 | -. 814 | . 417 |
|  | SexO_dummy1 | . 013 | . 069 | . 015 | . 185 | . 853 |
|  | SexO_dummy2 | . 066 | . 139 | . 040 | . 475 | . 635 |
|  | SexO_dummy 3 | -. 137 | . 104 | -. 107 | -1.316 | . 190 |
|  | Ethn_dummy1 | -. 072 | . 086 | -. 138 | -. 840 | . 402 |
|  | Ethn_dummy2 | -. 282 | . 173 | -. 276 | -1.631 | . 105 |
|  | Ethn_dummy 3 | . 407 | . 274 | . 377 | 1.484 | . 139 |
|  | Ethn_dummy 4 | -. 125 | . 103 | -. 160 | -1.213 | . 227 |

## APPENDIX E

## 1. ONLINE QUESTIONNAIRE

## Dear participant,

Thank you for taking the time to fill in this survey, which is a part of my Master Thesis. The aim of this study is to reveal interesting and compelling insights into the hit TV series "Sex and the City" (SATC)* and its connection to culture in the time the show aired and context of its appearance. The whole survey should take about 10-12 minutes to fill in. Your participation is much appreciated. If you have friends who would be interested in participating as well, please forward them the link to this
study: https://erasmusuniversity.eu.qualtrics.com/jfe/form/SV 9SLzrWNoAKAjs0J

Student of Master in Media and Business

Erasmus University Rotterdam, the Netherlands
*"Sex and the City"*- A hit TV show, production of HBO, that was aired 1998-2004. The series follows the lives of four women, living in New York City, sharing their experiences and opinions about their professional and romantic lives and other societal concerns. The women are represented as being financially independent and explicit in their romantic/sexual desires. The TV show received many awards, mainly for its originality in portraying gender related situations.

Your responses are voluntary and will be confidential. All responses will be anonymous so you cannot be identified. All responses will be compiled together, analyzed as a whole and used for
academic research purposes only. If you have any further questions, do not hesitate and contact me by email on MasterStudentE@gmail.com

I have read and understood the above consent form, and by clicking the "I agree" button bellow, I indicate my willingness to fill out this survey for research purposes.

O I agree
O I disagree
This first section of the survey is interested in some general information about your demographics and SATC* exposure. *For the remainder of the survey, SATC refers to the Sex and the City TV series. These questions are "filtering", and as such aim to determine whether you belong to the desired target population being researched. If not, the system will automatically lead you to the end of the survey. What is your gender?

O Male
O Female
Are you familiar with the show "Sex and the City"?

O Yes
O No
Did you have friends/family who watched and enjoyed the show when it aired?

O Yes
O No

What is your age-group?

O 18-24
O 25-34
O 35-44

How many episodes would you say you have watched from the TV show SATC?

O Less than half
O More than half
O All episodes
O All episodes more than once
Was most of your viewing of the TV show SATC while it was airing (1998-2004) or after it ended (2004-onwards)?

O While it was still airing (1998-2004)
O After it ended (2004-onwards)
When was the last time you saw an episode of SATC?
O Less than a year ago
O More than a year ago
O Don't remember
O Very recently
How would you describe the relationship* you have with SATC? *Relationship here describes your feelings towards the show, its characters and/or stories.

O I have a strong relationship with SATC
O I do have a good relationship with SATC
O I wouldn't say I have a relationship with SATC
Do you feel connected to any of the main characters of SATC?
O Definitely yes
O Somewhat yes

O A little
O Might or might not
O Definitely not
Would you say you're a fan of SATC?

O Yes
O Maybe
O No
This next section of the survey is interested in your behaviors and attitudes around the time that SATC was released. Please take a moment and think about your life back in 1998. First, ask yourself "how old were you in 1998?". Take some time to remember your work or school, social life, and other activities such as travels and hobbies. Feel free to use the blank spaces below to type out your thoughts, which will be kept in strict confidentiality and only used for the purpose of this research. If not, it is not necessary.

What were you doing around 1998? Studying, working? Try to think back and recall where you were (physically) around 1998? Which city/cities were you living in? What hobbies/activities did you do?

Who were the people in your life in 1988? Who were your peers, co-workers, or boss/supervisor? Who were you interacting most with? Who were you dating or in a relationship with around that time?

Try to think back to that time and recall any discussions/conversations that you might have had about women's rights/equality. Do you remember reading about women's social roles? (Or seeing/hearing on TV, such as news)

This section of the survey is interested in some general attitudes that you might have connected to gender roles within society. Please answer the following questions based on your
attitudes back in 1998 and NOT what you think should be the case now and NOT what you think others' opinions were back in 1998. All answers are held in confidentiality.

|  | Strongly <br> Agree | Agree | Neutral | Disagree | Strongly <br> Disagree |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry. It is insulting to women to have the "obey" clause remain in the marriage service. | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |

\begin{tabular}{|c|c|c|c|c|c|}
\hline \begin{tabular}{l}
There should \\
be a strict merit system \\
in job appointment \\
and promotion without regard to sex. \\
Women \\
should worry \\
less about \\
their rights \\
and more \\
about \\
becoming \\
good wives \\
and mothers. \\
Women \\
should assume their rightful \\
place in business and all the professions
\end{tabular} \& 0 \& O \& 0

0 \& $\bigcirc$ \& 0 <br>
\hline
\end{tabular}

| along with men. <br> A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man. <br> Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés. <br> Women should be concerned | O | O | O | O | O |
| :---: | :---: | :---: | :---: | :---: | :---: |


| with their <br> duties of <br> childbearing <br> and house <br> tending rather <br> than with <br> desires for <br> professional <br> or business <br> careers. <br> There are <br> many jobs in <br> which men <br> should be <br> given <br> preference <br> over women <br> in being hired <br> or promoted. <br> Women <br> should be given equal opportunity with men for apprenticeship | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| :---: | :---: | :---: | :---: | :---: | :---: |


| in the various |  |  |  |  |  |
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| trades. |  |  |  |  |  |
| The modern |  |  |  |  |  |
| girl is entitled |  |  |  |  |  |
| to the same |  |  |  |  |  |
| freedom from |  |  |  |  |  |
| regulation and |  |  |  |  |  |
| control that is |  |  |  |  |  |
| given to the |  |  |  |  |  |
| modern boy. |  |  |  |  |  |

On a scale from 0-10, how confident are you in the above given answers?

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This section of the survey is interested in your attitudes towards sexuality related topics. Your answers on these sensitive questions are held in absolute anonymity. Please answer the
following questions based on your attitudes back in 1998 and NOT what you think should be the case now and NOT what you think others' opinions were back in 1998. All answers are held in confidentiality.

Choose the response that was more characteristic of you in 1998.

O I liked men who have some sexual experience
O Sexual experience was not a relevant factor in my choice of male partner
Choose the response that was more characteristic of you in 1998.

O I tried to state my sexual needs clearly and concisely
O I sometimes said "no" but really mean "yes"
Choose the response that was more characteristic of you in 1998.

O I would've agreed to have sex with a man if I thought I could get him to do what I want
O I never used sex as a way to manipulate sex
Choose the response that was more characteristic of you in 1998.

O Men needed sex more than women did
O In general, there was no difference between the sexual needs of men and women
Choose the response that was more characteristic of you in 1998.

O It was okay for a man to be a little forceful to get sex
O Any force used during sex was sexual coercion and should not have been tolerated

On a scale from 0-10, how confident are you in the above given answers?
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This section of the survey is interested in your attitudes and beliefs towards yourself. Please answer the following questions based on your attitudes back in 1998 and NOT what you think should be the case now and NOT what you think others' opinions were back in 1998. All answers are held in confidentiality.

Choose the response that was more characteristic of you in 1998.

|  | Strongly <br> Agree | Agree | Neutral | Disagree | Strongly <br> disagree |
| :---: | :---: | :---: | :---: | :---: | :---: |
| I generally <br> accomplish <br> what I set out <br> to do | 0 | 0 | 0 | 0 | 0 |
| I have a <br> positive <br> attitude | 0 | 0 | 0 | 0 | 0 |
| about myself |  |  |  |  |  |
| When I make |  |  |  |  |  |





On a scale from 0-10, how confident are you in the above given answers?
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This next section of the survey is interested in your behaviors and attitudes around the time that SATC ended. Please take another moment and think back on your life back but this time to 2004. First, ask yourself "how old were you in 2004?". Take some time to remember your work or school, social life, and other activities such as travels and hobbies. Feel free to use the blank spaces below to type out your thoughts, which will be kept in strict confidentiality and only used for the purpose of this research. If not, it is not necessary.

What were you doing around 2004? Studying, working? Try to think back and recall where you were (physically) around 2004? Which city/cities were you living in? What hobbies/activities did you do?

Who were the people in your life in 2004? Who were your peers, co-workers, or boss/supervisor? Who were you interacting most with? Who were you dating or in a relationship with around that time?

Try to think back to that time and recall any discussions/conversations that you might have had about women's rights/equality. Do you remember reading about women's social roles? (or seeing/hearing on TV, such as news)

This section of the survey is interested in some general attitudes that you might have connected to gender roles within society. Please answer the following questions based on your attitudes back in 2004 and NOT what you think should be the case now and NOT what you think others' opinions were back in 2004. All answers are held in confidentiality.


\begin{tabular}{|c|c|c|c|c|c|}
\hline \begin{tabular}{l}
merit system \\
in job \\
appointment \\
and \\
promotion \\
without \\
regard to sex. \\
Women \\
should worry \\
less about \\
their rights \\
and more \\
about \\
becoming \\
good wives \\
and mothers. \\
Women \\
should assume \\
their rightful \\
place in \\
business and \\
all the \\
professions \\
along with men.
\end{tabular} \& \(\bigcirc\) \& \(\bigcirc\) \& 0

0 \& $\bigcirc$ \& 0

0 <br>
\hline
\end{tabular}

| A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man. <br> Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiancés. Women should be concerned with their duties of | O | 0 | O | 0 | 0 |
| :---: | :---: | :---: | :---: | :---: | :---: |


| childbearing <br> and house <br> tending rather <br> than with <br> desires for <br> professional <br> or business <br> careers. <br> There are <br> many jobs in <br> which men <br> should be <br> given <br> preference <br> over women <br> in being hired <br> or promoted. <br> Women <br> should be <br> given equal <br> opportunity <br> with men for <br> apprenticeship <br> in the various <br> trades. | $\bigcirc$ | $\bigcirc$ | 0 | $\bigcirc$ | 0 |
| :---: | :---: | :---: | :---: | :---: | :---: |


| The modern |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| girl is entitled |  |  |  |  |  |
| to the same |  |  |  |  |  |
| freedom from |  |  |  |  |  |
| regulation and |  |  |  |  |  |
| control that is |  |  |  |  |  |
| given to the |  |  |  |  |  |
| modern boy. |  |  |  |  | 0 |

On a scale from 0-10, how confident are you in the above given answers?

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This section of the survey is interested in your attitudes towards sexuality related topics. Your answers on these sensitive questions are held in absolute anonymity. Please answer the following questions based on your attitudes back in 2004 and NOT what you think should be
the case now and NOT what you think others' opinions were back in 2004. All answers are held in confidentiality.

Choose the response that was more characteristic of you in 2004.

O I liked men who has some sexual experience
O Sexual experience was not a relevant factor in my choice of male partner
Choose the response that was more characteristic of you in 2004.

O I tried to state my sexual needs clearly and concisely
O I sometimes said "no" but really mean "yes"
Choose the response that was more characteristic of you in 2004.

O I would've agreed to have sex with a man if I thought I could get him to do what I want
O I never used sex as a way to manipulate sex
Choose the response that was more characteristic of you in 2004.

O Men needed sex more than women do
O In general, there was no difference between the sexual needs of men and women
Choose the response that was more characteristic of you in 2004.

O It was okay for a man to be a little forceful to get sex
O Any force used during sex was sexual coercion and should not be tolerated
On a scale from 0-10, how confident are you in the above given answers?

O 0
O 1
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This section of the survey is interested in your attitudes and beliefs towards yourself. Please answer the following questions based on your attitudes back in 2004 and NOT what you think should be the case now and NOT what you think others' opinions were back in 2004. All answers are held in confidentiality.

Choose the response that was more characteristic of you in 2004.

|  | Strongly <br> Agree | Agree | Neutral | Disagree | Strongly <br> disagree |
| :---: | :---: | :---: | :---: | :---: | :---: |
| I generally <br> accomplish <br> what I set out <br> to do | 0 | 0 | 0 | 0 | 0 |
| I have a <br> positive <br> attitude | O | 0 | 0 | 0 | 0 |
| about myself |  |  |  |  |  |
| When I make |  |  |  |  |  |




| people <br> should do or <br> learn |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Most of the <br> misfortunes <br> in my life <br> were due to <br> bad luck | O | 0 | 0 | 0 | 0 |
| Usually, I feel <br> alone | 0 | 0 | 0 | 0 | 0 |
| People have <br> no right to <br> get angry just <br> because they <br> don't like <br> something | 0 | 0 | 0 | 0 | 0 |
| Getting angry <br> about <br> something <br> never helps | O | 0 | 0 | 0 | 0 |

On a scale from 0-10, how confident are you in the above given answers?

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This next section of the survey is interested in your personal observations and experiences, related to SATC.

How would you describe gender roles within your society when the show ended (in 2004)?

O Traditional
O Shifting
O Controversial
Would you say you felt influenced positively by the overall views, expressed in SATC?

O Definitely yes
O Probably yes
O Might or might not
O Probably not
O Definitely not
Would you say you felt influenced negatively by the overall views, expressed in SATC?

O Definitely yes
O Probably yes
O Might or might not
O Probably not

O Definitely not
Would you say that others were influenced either by the views expressed in SATC?

O Definitely yes
O Probably yes
O Might or might not
O Probably not
O Definitely not
Which of the following describe best the effect that SATC had on your view of gender roles?
(Can pick several options)
I I started questioning traditional gender roles

- I was accepting of the different roles that both men and women can have
[ I felt empowered by the options I had as a woman
My stance on gender roles did not change
[ I became more convinced that women should be taking care of the family and household
What is your nationality?

What is your ethnicity (belonging to a national or cultural social group)?

O White
O Black or African American
O American Indian or Alaska Native
O Asian
O Native Hawaiian or Pacific Islander
O Other
To which culture (nation) do you feel most connected, in terms of traditions, norms and values?

Would you say you are religious?

O Yes, I'm very religious
O I'm somewhat religious
O No, I'm not religious at all
What is your religion (if you are religious)?

O Christianity
O Islam
O Hinduism
O Buddhism
O Folk religion
O Other religion
O I'm not religious
How old are you in years?

What is your marital status (can pick several options)?
[. Married

- Widowed
$\square$ Divorced
- Separated
$\square$ Never married
- Single
$\square$ In a relationship
What is your sexual orientation?

O Heterosexual
O Homosexual
O Bi-sexual

## O Other

What is the highest education you have obtained?

O High-school Graduate
O Bachelor Graduate
O Master Graduate
O PHD level
Please indicate your user ID in the section below (if applicable):
*For Crowd flower users, please fill in the code "SATCCODE".

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[^0]:    Sexual experience was not a
    relevant factor in my choice of

